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AUTHOR Hughes, Dean Mack
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ABSTRACT

The purpose of the study was to determine the perceptions of parents, teachers, and administrators concerning four major requirements of individualized educational programs (IEP) in public, Bureau of Indian Affairs (BIA), and contract Indian schools in South Dakota. A questionnaire was hand delivered to 31 parents of "special needs" children, 24 special education teachers, and 12 school administrators responsible for special education programs. Applicable only to the 12 public, contract, and BIA Schools surveyed, conclusions included: 1) perceptions of public, contract, and BIA school respondents concerning the 4 major requirements of the IEP were very similar except in the area of confidentiality; 2) respondents overall perceived the IEP as being in compliance across all 4 major requirements; and 3) parents' perceptions of the 4 major requirements of the IEP did not coincide with those of teachers and administrators in the areas of confidentiality and due process. On the basis of findings, recommendations offered were to develop training programs for parents of "special needs" Indian children; initiate inservice programs by schools to promote communication between parents, teachers, and administrators concerned with the IEP process; and conduct additional research to determine why parents' perceptions of IEP were different. (Author/ERB)

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PERCEPTIONS OF PARENTS, TEACHERS, AND ADMINISTRATORS REGARDING PROCEDURES OF THE INDIVIDUALIZED EDUCATIONAL PROGRAM IN SELECTED SOUTH DAKOTA SCHOOLS

by

Dean Mack Hughes

B.S., University of Oklahoma, 1973
M.A., University of South Dakota, 1977

A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

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Division of Specialized and Administrative Studies
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This dissertation for the Doctor of Education degree

by Dean Mack Hughes

has been approved by a doctoral committee

composed of the following members:

Professor Jan Ebersdorfer

Professor Emeritus LeRoy Nelson

Professor Philip Vik

Professor Sharon White Hawk

ATTEST: Jan Ebersdorfer
Chairperson

June 27, 1980
Date

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ABSTRACT

Hughes, Dean M. (Ed.D., Educational Administration, The University of South Dakota, 1980)

Perceptions of Parents, Teachers, and Administrators Concerning Procedures of the IEP in Selected South Dakota Schools

Dissertation directed by Professor Jan Ebersdorfer

The Purpose and Procedures of the Study

The purpose of this study was to determine the perceptions of parents, teachers, and administrators concerning the four major requirements of the individualized educational program (IEP) in public, Bureau of Indian Affairs (BIA), and contract Indian schools in South Dakota. A survey questionnaire was developed and hand delivered to thirty-one parents of "special needs" children, twenty-four special education teachers, and twelve school administrators responsible for the special education program. The study attempted to answer the following research questions:

1. Do public school parents, teachers, and administrators differ from contract school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

2. Do public school parents, teachers, and administrators differ from BIA school parents, teachers, and

administrators in their perceptions of the four major requirements of the IEP?

3. Do contract school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

4. Do contract school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

5. Do public school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

6. Do BIA school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

Findings of the Study

The study addressed the six research questions, and in summary this writer reported the findings according to the four major areas of the IEP.

Multifaceted evaluation. The findings of this study in the area of multifaceted evaluation were as follows:

1. A slight difference was found between the mean scores of public and contract school parents and between teachers.

2. A moderate difference was found between public and BIA school parents, and a slight difference between teachers and between administrators.

3. A slight difference was found between contract and BIA school parents, between teachers, and between administrators.

4. Within the contract school group, a slight difference was found between teachers and administrators, while a moderate difference was found between parents and teachers, and between parents and administrators.

5. Moderate differences were found between parents and teachers, and between parents and administrators in the public school group.

6. In the BIA school group, a slight difference was found between teachers and administrators, while a moderate difference was found between parents and teachers, and between parents and administrators.

Development and implementation. The findings of this study in the area of development and implementation were as follows:

1. A slight difference was found between the mean scores of public and contract school administrators, and a moderate difference between parent groups.

2. A slight difference was found between the public and BIA school teachers, and between administrators. A moderate difference was found between parent groups.

3. Slight differences were found between contract and BIA school teachers, and between administrators.

4. In the contract school group, severe differences were found between parents and teachers, and between parents and administrators.

5. Slight differences were found between parents and teachers, between teachers and administrators, and between parents and administrators in the public school group.

6. For the BIA school group, severe differences were found between parents and teachers, and between parents and administrators.

Confidentiality. The findings of this study in the area of confidentiality were as follows:

1. Slight differences were found between the mean scores of public and contract school parents, between teachers, and between administrators.

2. Between the public and BIA school groups, slight differences were found between parents, between teachers, and between administrators.

3. A slight difference was found between contract and BIA school administrators, and a moderate difference between parents, and between teachers.

4. In the contract school group, severe differences were found between parents and teachers, and between parents and administrators.

5. For the public school group, a slight difference was found between teachers and administrators, while moderate differences were found between parents and teachers, and between parents and administrators.

6. A moderate difference was found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators in the BIA school group.

Due process. The findings of this study in the area of due process were as follows:

1. Slight differences were found between the mean scores of public and contract school parents, between teachers, and between administrators.

2. Between the public and BIA school groups, a slight difference was found between teachers, and between administrators, while a moderate difference was found between parents.

3. Slight differences were found between contract and BIA school parents, between teachers, and between administrators.

4. In the contract school group, slight differences were found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators.

5. A slight difference was found between teachers and administrators, while severe differences were found

between parents and teachers, and between parents and administrators in the public school group.

6. For the BIA school group, a slight difference was found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators.

Conclusions

The conclusions of this study are applicable only to the twelve public, contract, and BIA schools surveyed in the state of South Dakota. On the basis of the findings, this writer drew the following conclusions:

1. The perceptions of public, contract, and BIA school respondents concerning the four major requirements of the IEP were very similar except in the area of confidentiality.

2. Contract, public, and BIA school respondents overall perceived the IEP as being in compliance across all four major requirements. However, both the public and BIA school groups scored very low in the area of confidentiality.

3. Parents' perceptions of the four major requirements of the IEP did not coincide with those of teachers and administrators. While teachers and administrators perceived the IEP to be in compliance across all four

major areas, parents did not perceive compliance in the areas of confidentiality and due process.

This abstract of about 800 words is approved as to form and content. I recommend its publication.

Signed _____
Professor in charge of dissertation

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Chapter 1

INTRODUCTION

Special education and related services being provided to "special needs" Indian students in South Dakota are relatively new phenomena. The passage of Public Law 94-142, the Education for All Handicapped Act of 1975, has accelerated the number of programs and services to "special needs" Indian students. Public Law 94-142 mandates that all handicapped students be provided a free, appropriate education designed to meet each child's unique needs. The Act also requires that educational agencies establish child find procedures, implement nondiscriminatory evaluations, provide for parental involvement in all procedures, establish placement committees, write individualized educational programs for each student, establish and guarantee due process procedures, and assure confidentiality of all proceedings and records.

The individualized educational program (IEP) is considered by some authors in the field of special education to be the major component of Public Law 94-142.[1] The IEP

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[1]Josephine Hays and Scottie Torres Higgins, "Issues Regarding the I.E.P.: Teachers on the Front Line," Exceptional Children, XIII (January, 1978), 267-272; see also Patricia Morrissey and Nancy Safer, "The Individualized Education Program," Viewpoints, LIII (1972), 31-38.

must include a child's present level of educational performance, annual goals, statement of short-term objectives, specific services to be provided, and the extent to which the child will participate in the regular education program. Date of initiation, duration of services, appropriate objective criteria, and evaluation procedures for the purpose of determining if annual goals are being achieved must also be included.[2]

Although the requirements of the IEP have been mandated, deficiencies still exist regarding "special needs" Indian students, as evidenced by the Aberdeen Area Comprehensive Plan for Special Education.[3] The data presented in the plan revealed that a total of 255 "special needs" Indian students in the Aberdeen area were, as of 1979, receiving educational services. Nine hundred and eighty-five were referred, but not receiving services, and 167 receiving an education but requiring additional services. The figures do not include "special needs" Indian students who attend parochial, private or public schools in South Dakota. The lack of accurate information concerning the "special needs" Indian student in South Dakota is one problem that has not been addressed.

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[2]Scottie Torres, ed., A Primer on Individualized Education Programs for Handicapped Children (Reston: The Foundation for Exceptional Children, 1977), p. 59.

[3]Aberdeen Area Comprehensive Plan for Special Education, P.L. 94-142, Aberdeen Area Office, 1978-79, pp. 6-8.

The major concentration of Indian student population in South Dakota is on nine reservations: (1) Standing Rock, (2) Pine Ridge, (3) Cheyenne River, (4) Rosebud, (5) Lower Brule, (6) Sisseton, (7) Flandreau, (8) Crow Creek, and (9) Yankton (Appendix A).

"Special needs" Indian students in South Dakota receive an education in public and nonpublic schools. Service delivery programs are provided by the following: (1) Bureau of Indian Affairs (BIA) schools, (2) parochial schools, (3) private schools, (4) public schools, (5) contract schools, and (6) cooperative agreements between the Bureau of Indian Affairs and public school districts.

The parochial and private schools for Indian students have been in existence for many years. In 1568, the Jesuits were the first group to bestow or impose upon the Indian a formal educational system. The Jesuits established in Havana, a school for the instruction of the Florida Indians.[4]

The federal government has been involved in Indian education since 1775, when the Continental Congress appropriated money to Dartmouth College for the education of Indian students. Later, as a result of the growing number of Indian students attending school, these facilities evolved into off-reservation boarding schools and schools located on the reservations.[5]

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[4]Brewton Berry and others, The American Indian Reader: Education (The Indian Historian Press, Inc., 1972), p. 29.

[5]Ibid., pp. 34-35.

Tribal groups were involved in formal education as early as 1791. Most notable of these efforts were the Cherokee schools, which by 1852 had enrolled 1,100 students in twenty-one schools and two academies.[6]

In 1975, the Indian Self Determination and Education Assistance Act, Public Law 93-638, permitted the BIA schools to contract with the federal government to operate and control the contract schools.[7]

Public education was first established for Indian students in 1891, when an agreement was negotiated between a BIA school and a public school district. Since that time, public school enrollments of Indian students have increased dramatically. By 1970, 65 percent of all Indian students attending school were in public school districts.[8]

During the 1978-79 school year the Bureau of Indian Affairs, Aberdeen area, submitted its Comprehensive Plan for Special Education. The plan included needs for personnel development and inservice concerning the individualized educational program. The Aberdeen area covers the states of North Dakota and South Dakota. Inservice training sessions dealing with Public Law 94-142 and IEP's were conducted during the 1978-79 school year. Four additional

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[6]Ibid., p. 36.

[7]Public Law 93-638, Indian Self-Determination and Education Assistance Act, 1975.

[8]Margaret Szasz, Education and the American Indian (University of New Mexico Press, 1974), p. 89.

sessions were held for area level social-education aides to assist in writing IEP's at the local level.[9]

In the spring of 1978 the Division of Elementary and Secondary Education conducted a needs assessment for the state of South Dakota. The needs assessment focused on special education for the entire state. From the assessment a need for IEP related workshops was identified. Two workshops have been held in South Dakota on a regional basis since 1978. A total of twenty-six local districts participated in the workshops during this period. The participants were instructed in the methods for conducting needs assessments and writing IEP's to be implemented at their local school district. The Division of Elementary and Secondary Education has also conducted six workshops for local school districts in South Dakota that have requested this service.[10]

A study concerning the IEP was conducted in South Dakota during the 1978-79 school year by Eugene Johnson. The study focused on the adequacy of the IEP and its relationship to a child's age and disability, school community size, teacher perception of the IEP, teacher training in writing IEP's, and teacher training in special education.

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[9]Aberdeen Area Comprehensive Plan for Special Education, op. cit., pp. 24-25.

[10]Statement by Nancy Parker, Division of Elementary and Secondary Education Consultant, Pierre, South Dakota, telephone interview, March 27, 1980.

The IEP's of learning disabled and mentally retarded students were analyzed, and rated across all variables. The researcher concluded that no relationship exists between the quality of the IEP and each of the independent variables.[11]

The individualized educational program has been, and will continue to be, the focus of articles and research because its effectiveness is paramount to success or failure of Public Law 94-142. Kaye and Aserlind reported that it is how the IEP is perceived, conceived, and carried out that will determine the success or failure of Public Law 94-142.[12]

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the perceptions of the four major requirements of the individualized educational program (IEP) as viewed by parents, teachers, and administrators in selected South Dakota public, Bureau of Indian Affairs, and contract Indian schools.

The study addressed the following questions through the utilization of the results of a survey questionnaire (Appendix B).

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[11]Eugene Johnson, "Adequacy of the Individual Educational Program (IEP) and its Relationship to Child's Age and Disability, School Community Size, Teacher Perception of the IEP, Teacher Training in Writing IEP's, and Teacher Training in Special Education" (unpublished Ed.D. dissertation, University of South Dakota, 1979).

[12]Nancy Kaye and Roy Aserlind, "The I.E.P.: The Ultimate Process," Journal of Special Education, XIII (1979).

1. Do public school parents, teachers, and administrators differ from contract school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

2. Do public school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

3. Do contract school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

4. Do contract school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

5. Do public school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

6. Do BIA school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

DEFINITION OF TERMS

The terms included in this study were obtained primarily from the 1979 revised edition of the South Dakota Administrative Handbook for Special Education and

this writer's review of selected literature.[13]

1. Bureau of Indian Affairs school. A Bureau of Indian Affairs school is operated and staffed by the United States Department of Interior for educational services to Indian students.

2. Confidentiality. Confidentiality refers to those procedures which assure that a child's personally identifiable data will be used only for the purpose for which it is collected.

3. Contract school. A contract school is an Indian school which has contracted with the BIA to operate and control their educational program under Public Law 93-638.

4. Due process. Due process procedures are those guidelines which must be followed to insure that the child's rights have not been violated.

5. Indian reservation. An Indian reservation is federal land held in trust by the United States Department of Interior purposely for Indian people to reside.

6. Indian student. An Indian student is a member of an Indian tribe, band, pueblo, or community which is recognized as being eligible for the special programs and services provided by the BIA because of their status as Indians.

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[13]South Dakota Division of Elementary and Secondary Education, Section for Special Education, Administrative Handbook for Special Education (rev. ed.; Pierre, South Dakota: Division of Elementary and Secondary Education, Section for Special Education, 1979), p. G-7.

7. Individualized educational program. The IEP is a written plan that organizes specific goals and objectives to meet educational needs of children in need of special assistance and children in need of prolonged assistance. This plan is based on a multifaceted evaluation and developed by a local school placement committee.

> 8. Multifaceted evaluation. Multifaceted evaluation may include but is not limited to a collection of psychological, medical, educational and therapeutical diagnoses and recommendations for a child after referral, conducted by two or more evaluators, as designated in § 24:05:08:02, and submitted to the placement committee to determine an appropriate individual educational program for the child.[14]

9. Perception. A perception is an impression of how one feels about an object or event, obtained solely by the senses.

10. Public Law 94-142. Public Law 94-142, the Education for All Handicapped Act of 1975, provides for a free, appropriate public education for all handicapped children.

11. Public school. A public school is a school operated and controlled by a local board of education and funded primarily from local and state funds.

12. Special education. Special education refers to those aspects of education which are unique and/or in addition to the regular program for all children.

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[14] Ibid., p. G-7.

13. Special needs students. Special needs students are those children who are handicapped and cannot achieve to their potential in a regular school environment without special education services.

DELIMITATION

This study has been limited as follows:

1. Only schools with at least 40 percent Indian enrollment in the state of South Dakota were considered.

2. Only parents, teachers, and administrators in contract, BIA, and public schools serving elementary age children were surveyed.

3. Data for the study were based upon programs in operation during the 1979-80 school year.

SIGNIFICANCE OF THE STUDY

There is a need for a study of the perceptions of parents, teachers, and administrators in schools with at least 40 percent enrollment of Indian students in South Dakota. To date, no study has provided information concerning the perceptions of parents, teachers, and administrators concerning the four major requirements of the IEP in public, BIA, and contract schools. The results of the study will provide information to administrators and teachers in regard to the varied perceptions of the IEP. Lastly, it is hoped that the findings of this study will

assist the Division of Elementary and Secondary Education, Section for Special Education, in providing inservice programs designed to improve educational services to the "special needs" Indian student in South Dakota.

Chapter 2

REVIEW OF SELECTED LITERATURE

This chapter presents a review of selected literature. The literature reviewed is limited to that dealing with the individualized educational program.

The review is organized into three sections. The first section deals with the historical trail of individualized educational programs for "special needs" students. The second section reviews specific studies that have focused on the individualized educational program. The third section identifies legislation and school programs that specifically deal with the "special needs" Indian student in South Dakota and other states having high populations of American Indians.

HISTORY OF INDIVIDUALIZED PROGRAMS FOR ALL SPECIAL NEEDS CHILDREN

The history of individualized programs for "special needs" children is reviewed in this section of the review of selected literature.

Individualized educational programs were not known as such until after the passage of Public Law 94-142 in 1975. However, the concept of individualized educational programs is not new to the field of special education. As

early as 1800 "special needs" children were educated on an individual basis. The story of the "wild boy" of Averyon who was taugnt by Jean-Marc Gaspard Itard is a classic example of individualization. The wild boy was found by hunters and had lived most of his life as a primitive forest creature. He was placed in the National Institute for Deaf-Mutes in Paris. Itard obtained permission to care for the boy and developed an individual program to develop the senses, the intellectual functions and emotional faculties of the boy. In this one-to-one relationship between the boy, Victor, and Itard, much progress was accomplished but fell short of Itard's expectation. Itard was among the first to demonstrate that individual attention to a severely retarded person can improve his level of functioning. Itard contributed much to the emerging field of the education of the mentally retarded.[1]

Edouard Sequin was another early pioneer in special education who treated the child as an individual. Sequin was Itard's protege and has been described as perhaps the greatest teacher ever to address his attention to the mentally deficient. His basic theory of pedagogy based on previously isolated medical, physiological and philosophical tenets is summarized as follows:

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[1]Frank M. Hewett and Steven R. Forness, Education of Exceptional Learners, 2d ed. (Boston: Allyn and Bacon, Inc., 1977), p. 40.

1. That observation of the individual child preceded and was the foundation for the child's education.

2. That education dealt with the whole child and that the things taught must likewise be kept whole.

3. That activity was the basis for and the means of learning; that sensory learning was included in activity.

4. That children learned best and most economically from real things and that he remembered in proportion to his opportunity to compare.

5. That even the most defective child has some spark of understanding upon which learning could be built.[2]

Another teacher-pupil relationship, in the making during the latter 1800's, was comparable to that of Itard and Victor's in terms of individualization of programs. This relationship was that of Anne Sullivan and Helen Keller. Anne Sullivan was a visually handicapped teacher who individually taught Helen Keller to understand and communicate with the world around her.[3] There are many differences between Itard's Victor and Helen Keller, but most significantly these tremendous advances were achieved with "special needs" students on an individual basis.

In the United States persons who were extremely influential in initiating programs and schools for the "special needs" student included Samuel Howe, who started the first school for the blind and proved through his work

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[2]Ibid., p. 44.

[3]Ibid., p. 46.

with deaf, blind Laura Bridgeman that the blind could be educated. Thomas Gallaudet, organizer of the first school for the deaf in the United States, and Louis Braille, inventor of a writing system for the blind, were also instrumental in developing individualized programs for the "special needs" student during the 1800's.[4]

During this period of increased interest in educating the handicapped, institutions were built in the United States that were copied after those in Europe. These residential schools were very categorical in orientation and served primarily the blind, deaf, or the retarded.[5]

The first attempts made to care for exceptional children in residential facilities hoped to cure or attain normalcy for the residents. At the onset of these new facilities only small numbers of children were enrolled and individualization was the primary method. However, as the admissions grew and waiting lists developed, less attention was given to individual cases. The facilities became permanent programs in which patients stayed indefinitely and there was little or no prospect of being returned to their communities. By the late 1800's twenty-four public

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[4]Maynard C. Reynolds and Jack W. Birch, Teaching Exceptional Children in All America's Schools (Reston, Virginia: The Council for Exceptional Children, 1977), p. 14.

[5]Ibid., p. 15.

institutions were maintained by nineteen states, and one by the city of New York.[6]

By the turn of the twentieth century, the education of "special needs" students was becoming a public responsibility. Special classes were provided for the exceptional child; however, the labels and lack of appropriate teacher training did not allow this movement to grow rapidly. The slow development of community schools for the exceptional child can be attributed to widespread misinformation on genetics, criminal tendencies, and the generally accepted attitude that mental retardation was a hopeless condition. Even the gifted child was viewed as hopeless, with "early ripe, early rot," the accepted axiom.[7]

Programs for the "special needs" student during the early 1900's at the community level were beginning to take shape. Many cities began to offer special classes and some residential institutions began to train teachers for local special programs. Some of the universities also offered specialized training programs for teachers of the exceptional, such as Wayne State University and the Teachers College of Columbia University.[8]

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[6]Leo Kanner, A History of the Care and Study of the Mentally Retarded (2d ed.; Springfield: Thomas Publishing, 1967), p. 66.

[7]Reynolds and Birch, op. cit., p. 17.

[8]Ibid., p. 18.

The preparation these teachers received was modeled after the residential schools. Teaching practices were confined to special teachers in special environments, teaching special children.[9] This movement signified the special attention required to educate the exceptional child, and served as another example of individualization of educational programs for the "special needs" student.

Individualized instruction as a system for educating all children has been a part of the education scene since the early 1900's. Schwartz and Oseroff reviewed the literature pertaining to individualized instruction. They reported that the number of such programs declined during the fifties, and sixties, possibly as a result of Sputnik and a reassessment of the practice of group teaching. They further concluded that as late as 1971, researchers were emphasizing that there was no one way to individualize instruction and that individualized program reports failed to indicate a lack in achievement.[10]

Another movement took shape during the early 1900's which involved the measuring of intelligence. This movement had significance in that intelligence was assessed on an individual basis and for the first time provided some

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[9]Reynolds and Birch, loc. cit.

[10]Louis Schwartz and Andrew Oseroff, The Clinical Teacher for Special Education, U.S. Educational Resources Information Center, ERIC Document ED 130460, March, 1977, pp. 38-39.

method of assessing individual differences between children. Even though intelligence tests later evolved to label and classify exceptional students, the original intent of Alfred Binet was to find a means of predicting and evaluating the performance of school children on an individual basis.[11]

During the mid 1900's programming for the "special needs" student experienced a rapid explosion. Parents of "special needs" children have been a primary cause for the rapid expansion of programs. As early as 1930, local parent organizations began to emerge, and by 1940 national organizations were being created. The United Cerebral Palsy Association, a parent organization, was one of the first to push for programs for the "special needs" student. The National Association for Retarded Children was chartered in 1950, and currently is known as the National Association for Retarded Citizens. The Association for Children with Learning Disabilities, organized in 1963, was another parent organization that influenced programs for the "special needs" child.[12]

Federal and state legislation was also instrumental during this period in promoting programs for the "special needs" student. By 1921 eleven states had enacted permissive or mandatory special education statutes with funding

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[11]Kanner, op. cit., p. 122.

[12]Norris G. Haring, ed., Behavior of Exceptional Children (2d ed.; Columbus: Charles Merrill Publishing, 1978), p. 9.

provisions for partial or complete support of special classes.[13]

The concept of an individualized education was not brought to the forefront of the education for the handicapped until the early 1970's. However, as early as 1955, Wallin in his book, Education of Mentally Handicapped Children, defended the concept of special classes for the handicapped when he stated:

> Special classes are instituted, not primarily to give the child more attention, more intensive instruction, or more drill in the regular program of studies, but to individualize the content and processes of instruction to meet specific needs as determined by a thorough inventory, made by the psychoeducational examiner and the teachers, of the child's personality make-up, his level in each area of instruction, his specific intellectual and educational abilities, disabilities, and idiosyncrasies, his social maturity, and the like.[14]

Although a free public school education prior to 1954 was the general principle, handicapped children were for the most part excluded. The question of education being a privilege and not a right was vividly exposed in Beattie v. the State Board of Education. In this 1919 court decision, the court ruled that students could be expelled if they displayed continuous disorderly conduct or have a depressing or nauseating effect upon teachers and other

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[13] J. E. Wallace Wallin, Education of Mentally Handicapped Children, ed. H. H. Remmers (New York: Harper and Brothers, 1955), p. 121.

[14] Ibid., pp. 184-185.

students.[15] It was not until the civil rights movement of the 1950's and the Brown v. Board of Education decision in 1954 that the opportunity for an education must be made available to all on equal terms.

There are primarily three types of litigation that directly apply to the education of "special needs" students. The first type is the right to an education, and The Pennsylvania Association for Retarded Children (PARC) v. The Commonwealth of Pennsylvania case was a landmark case in 1971. In this court case a parent organization, PARC, brought suit against the state for failing to provide appropriate educational programs for fourteen mentally retarded students. The court ruled in favor of the parents and established parent rights to due process in decisions affecting their children. The court also stipulated that mentally retarded children be placed in regular classes when appropriate.[16]

Thomas Gilhool, writing in Exceptional Children on the right to education for the handicapped, discussed the least restrictive environment. The article related an incident in which a parent responds to a school administrator by telling him that "no longer is it the case that the child must fit the class, but the class must fit the child."[17]

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[15]Hewett, op. cit., p. 567.

[16]Thomas K. Gilhool, "Education: An Inalienable Right," Exceptional Children, XXXIX (May, 1973), 599.

[17]Ibid., p. 609.

The Pennsylvania Association for Retarded Children v. The Commonwealth of Pennsylvania decision has had a tremendous impact upon the education of "special needs" students and the individualization movement as it relates to the implementation of Public Law 94-142.

The second type of litigation influencing programs for "special needs" students is concerned with inadequate educational programs and the stigma and irreparable damage stemming from special education placement. In Diana v. State Board of Education in the state of California, parents of minority children questioned the usage of intelligence tests for placement purposes. This case was settled out of court, with the agreement that minority children could not be placed in special classes solely on the basis of an intelligence test. The court further stipulated that tests be developed which would reflect the child's culture, and that all children previously placed be reassessed.[18]

The third type of litigation related to the "special needs" student is the right to treatment. A case that has had widespread influence concerning individualization of programs for "special needs" students is Wyatt v. Stickney in Alabama. The judge in this case was called upon to look at certain state institutions for the mentally retarded.

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[18]B. R. Gearheart, Organization and Administration of Educational Programs to Exceptional Children (2d ed.; Springfield: Thomas Publishing, 1974), pp. 138-139.

The court ruled that citizens residing in state schools and hospitals have a right to a humane physical and psychological environment. It further ruled that patients have a right to treatment and/or programs that have been individually fitted to their capabilities, are reviewed periodically, and include education in a least restrictive setting.[19]

At the federal level, legislation was beginning to take shape during the decade of the sixties that significantly affected the education of "special needs" students. During the Kennedy and Johnson administrations numerous pieces of federal legislation passed which directly affected handicapped students and personnel. Most significant of these was the passage of Public Law 89-313, which provided aid for education of handicapped children in state operated institutions; Public Law 89-750, which added Title VI to the Elementary and Secondary Education Act and provided money to states for handicapped programs, and the establishment of a National Advisory Committee on Handicapped Children. The Bureau of Education for the Handicapped in the United States Office of Education was established by this Act in 1966.[20]

It was during the early 1970's that states also began to legislate laws mandating due process procedures, and setting the basic concepts of individualized educational programs for "special needs" students.

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[19]Gilhool, op. cit., p. 597.

[20]Gearheart, op. cit., pp. 64-66.

In 1972 the state of Massachusetts enacted chapter 766. This law required that the school committee of every city or school district identify school age children residing within the district who have "special needs," diagnose and evaluate the needs of these children, prepare a special education program to meet those needs, provide or arrange for such programs, and maintain a record of the identification, diagnosis and program actually provided.[21] Chapter 766 of the Massachusetts Code was a profound piece of state legislation and served as a model for later federal legislation.

Other federal laws of significance included Public Law 93-380, the Education Amendments of 1974, which guaranteed due process procedures in placements, assessments, and testing of handicapped students.[22] These previously mentioned state and federal laws are forerunners to Public Law 94-142, The Education for All Handicapped Act of 1975. The Act was the first comprehensive law to mandate full services and funding for all handicapped children, regardless of condition, and specified that an individualized educational program be developed for each handicapped child identified. It mandated that each "special needs" child be assessed and

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[21]Alan Abeson, Nancy Bolich, and Jayne Hass, A Primer on Due Process: Education Decisions for Handicapped Children (Reston, Virginia: The Council for Exceptional Children, 1976), pp. 10-15.

[22]Ibid.

a program developed with parental input included in the process. As a result of this legislation educators are required to set forth in writing their best educational judgment about a "special needs" student in developing an individualized educational program.[23]

In this section this writer has presented a review of selected literature that deals with the historical trail of the individualized educational program.

The research of significant persons, key legislation, and landmark court cases that led to the development of the concept of an individualized educational program has been reviewed.

RESEARCH ON INDIVIDUALIZED EDUCATIONAL PROGRAMS

The individualized educational program (IEP) as mandated by Public Law 94-142 has been the most significant and far-reaching aspect of the entire Act. The IEP is basically an agreement between parents and school personnel setting forth what will be provided to the child.[24]

Few studies have been conducted which focus specifically on the IEP. Studies that have focused on the IEP

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[23]William D. Brown, Public Law 94-142. Education for All Handicapped Act of 1975--Individualized Educational Programs: Content and Related Issues, U.S. Educational Resources Information Center, ERIC Document ED 140 557, March, 1977, p. 4.

[24]F. J. Weintraub, "Understanding the Individualized Educational Program (IEP)," Amicus, II (April, 1977), 26-30.

include studies that evaluate quality, descriptive studies which describe factors affecting the IEP, and studies which provided information about perceptions and concerns about the IEP concept. This section of the review of literature is divided into three subsections: perceptual studies of the IEP, studies of factors affecting the IEP, and studies of IEP quality.

Perceptual Studies of the IEP

During the period spanning December 1976 to May 1977, Nero and Associates conducted interviews of one thousand persons representing state education agencies, advocacy groups, parents of handicapped children, and school personnel in thirty-one urban, rural, and suburban settings. The study included the states of Alabama, Wisconsin, New Jersey and Washington. The interview used in the study was open-ended with the major purpose to identify and clarify perceptions related to roles in the IEP process. The thirty-one schools selected to participate were chosen on the basis of: (1) the degree to which an IEP process similar to that required by Public Law 94-142 was already required by the state; and (2) willingness to participate in the study.[25] The interviewing of participants took place in three cycles with some respondents being interviewed more than once.

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[25]Martin Kaufman and others, Implementation of IEP's: New Teacher Roles and Requisite Support Systems (Rosalyn, Virginia: Nero and Associates, Inc., 1977).

From the interviews conducted, the researchers identified four major issues and concerns.

The first issue was concerned with the relationship between federal, state, and local education agencies in regard to the regulatory aspect. The respondents felt the new law, Public Law 94-142, was changing the balance from consultative, technical assistance interactions to one of monitoring and regulation. At the state and local level respondents also felt that external agencies would exercise authority and responsibility for decisions. Concerns were also expressed about interference with programming, inflexible standards not being responsive to local needs, and teachers being held liable for student failure to obtain specified goals and objectives. Although some of these issues and concerns have been resolved, others remain as yet to be solved nationwide.

A second issue of concern for those interviewed dealt with the parental role and the changes to be made in home/school relationships. School personnel and parents were particularly concerned about how effective their participation would be in the IEP process. School personnel felt that educational decisions affecting program development should be left to the professional educator. Parents felt they could provide significant information about their child's background and school history relevant to the development of an individualized educational program. However, both parents and school personnel were concerned about the

use of educational jargon and the parents' lack of knowledge and confidence to effectively question committee recommendations. School personnel also related concerns about the requirements of parent notification and consent as demanding too much from parents.

The third problem area for those interviewed was the role of the teacher in the process. Teachers felt that the IEP process would increase demands upon their time for non-instructional activities. Teachers were also concerned with the additional time spent in meetings, more clerical tasks, and the documentation of plans beyond their instructional utility as major role changes. Lastly, the teachers expressed a concern about being asked to perform tasks in which they had not been trained, such as: performing formal and informal assessments, developing long- and short-term goals, participating in group planning meetings, managing individualized instruction, and communicating with parents. Most significant was the concern that such a provision as the IEP, expressed a lack of faith in the ability of our nation's teachers to effectively educate handicapped children. This concern centered around the fact that teachers of the nonhandicapped are not required to specify, document instructional methods, or be held accountable as implied by the IEP.

A final area of issues and concerns identified by the IEP project involved variables that would reduce problems and enhance teacher morale. Three major topics were

identified which dealt with administrative support and feedback, teacher involvement in implementing change, and teacher tenure and training.[26]

The IEP was also the focus of attention by the Stanford Research Institute from October, 1976 to September, 1977. This study analyzed and reviewed 150 IEP's with 200 parents, teachers and administrators being interviewed in fifteen school districts in California, Massachusetts and Montana. Some of the major findings of the study include: assessments were conducted by personnel not adequately trained, the process was sometimes inadequate, IEP committee meetings ranged in size from three to fifteen, and occurred usually during noon or after school. Findings related to parents and students include: little contribution was usually made by parents; in 69 to 90 percent of the cases at least one parent participated, with greater participation in urban areas. Student participation in committee meetings was virtually nonexistent. The IEP usually only included that portion of the day in which the child actually received special education services. In most cases the law was complied with, but the quality of the IEP did vary considerably. The study also found some confusion over writing goals and objectives on an individual basis, with quality varying.

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[26]National Association of State Directors of Special Education, Washington, D.C., Summary of Research Findings on Individualized Education Programs, U.S. Educational Resources Information Center, ERIC Document ED 149 551, 1977, pp. 3-4.

Staff personnel reported the need for IEP training, clarification on the accountability issue, and flexibility of plans. Respondents generally felt that more children were being identified and serviced, along with the positive aspects of involving participants in the process of developing the IEP.[27]

A study conducted in Connecticut from October, 1975, to October, 1977, focused on the levels of participation and satisfaction of planning by team members, parental role, knowledge of purpose and scope of responsibilities, and style of decision making. The study surveyed 1,478 persons representing 203 planning team conferences from a random sample of elementary, junior and senior high schools. Findings of the study revealed that administrators and appraisal personnel generally dominated meetings. Special education teachers were receiving more information than other members as a result of the communication of decisions being performed orally rather than in writing.

Teachers were found to play a rather passive role in the planning meetings, which accounted for their becoming disenchanted with the process. The results indicated that administrators need to find ways of increasing teacher participation. The majority of the planning team members did not know the purpose and scope of committee activities, and the instructional staff knew less about the scope of

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[27]Ibid., pp. 1-2.

activities than did the administrators. Programming and evaluation were the areas of responsibility that were least understood by all participants. Parent roles had not been defined, however; parents were providing information although they were not participating actively in decision making.[28]

From the previous studies reported in the IEP, no real clear-cut pattern emerges. Reasons for the lack of pattern formation across studies could be attributed to the different approaches taken and the time during which the studies took place. The fact that schools from different parts of the country took part in the study during a period when very significant changes were taking place in the field of special education may have been the cause for the negative opinions concerning the IEP and its related processes.

Studies of Factors Affecting the IEP

A study to obtain information about educators' attitudes concerning the IEP and the sources of influence upon them was undertaken at Indiana University during 1978. A model of relationships between variables that influence educators' attitudes of the IEP was developed with three groups of variables emerging. The three groups of variables included: status, implementation conditions, and educational values and IEP related skills.

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[28]Ibid., p. 13.

Personnel in nine local education agencies were surveyed using a 100-item questionnaire to measure IEP training, experience, knowledge of regulations, and local implementation procedures. Additionally, respondents' attitudes were measured toward mainstreaming, the perceived importance of different prescriptive skills, and the utility of different diagnostic information. The perceived level of competence on prescriptive skills and scales of attitudes toward various aspects of the IEP were measured along with descriptive data on the respondent's role, professional experience and school level.

Analysis of the data revealed that the role of the respondent exerted a significant influence upon their attitude towards the IEP. This effect was subject to moderation by the respondent's attitude toward mainstreaming. Knowledge of IEP regulations significantly affected the IEP attitude factors, behavioral objectives and measurement of pupil performance. Regular class teachers and principals, overall, were more positive about the IEP than were special education teachers. However, special education teachers were found to be more positive toward mainstreaming than were regular class teachers and principals. The negative attitude toward the IEP by the special education teachers was attributed to the additional work required. Overall, the findings of this study suggested that to best facilitate positive attitudes toward the IEP, educators must improve their attitudes towards mainstreaming. The study also

suggested that influencing positive attitudes toward mainstreaming can best be done by improving their knowledge of the rules and regulations to comply with Public Law 94-142.[29]

A study conducted by Eugene Johnson in 1979, hypothesized that the adequacy of the IEP was related to several variables. These variables included: age of the child, school community size, disability of the child, teacher training in special education. The study sampled 233 learning disabled and mentally retarded students at random within the state of South Dakota. The sample was stratified into disability groups, age groups, and community size. An IEP evaluation checklist and teacher response questionnaire was developed to solicit the data. The data were statistically analyzed with correlations computed between the IEP checklist score and the six independent variables. The results of the analysis indicated that no relationship existed between the quality of the IEP and each of the variables. The study concluded that no prediction concerning the adequacy of the IEP can be made from the six variables included in the study.[30]

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[29]Dorothy Silberman Semmel, "Variables Influencing Educators Attitudes Toward Individualized Education Programs for Handicapped Children," Dissertation Abstracts International, 39:5451-A, 1978.

[30]Eugene R. Johnson, "Adequacy of the Individualized Educational Program (IEP) and Its Relationship to Child's Age, Disability, School Community Size, Teacher Perception of the IEP, Teacher Training in Writing IEP's, and Teacher Training in Special Education" (unpublished Ed.D. dissertation, University of South Dakota, 1979).

Studies of IEP Quality

A study in Texas performed a context evaluation of the IEP's in an urban school district. The model of evaluation used provided baseline information, identified unmet needs and unused opportunities, and diagnosed problems that prevent needs from being met. The study took place during the 1977-78 school year and only IEP's written by special education teachers and speech pathologists were analyzed. A checklist was developed to rate the IEP's and gather information about student age, race, gender and other data. A random sample was taken from the entire population of special education students with fifty-four students being either minimal brain injured, educable mentally retarded, trainable mentally retarded or language/learning disabled. The ages ranged from three to eighteen years for all groups of students.

The results of this study indicated that in terms of compliance, the speech pathologists were much more in accordance with federal guidelines than were the plans written by the special education teachers. Twenty-four percent of the special education teachers' plans were complete according to guidelines, whereas 83 percent of the speech plans were complete. In terms of technical quality of the IEP, both groups included equal amounts of instructional objectives. However, the speech group's IEP's included the four identifiable items that an instructional objective includes: observable task, criteria level, observational method, and

attainment date. The overall findings for this study were: IEP's written by speech pathologists were superior to those of special education teachers. Other findings included: objectives primarily dealt with mathematics and language arts, improvement was needed in the area of writing instructional objectives, and training is needed in terms of IEP procedures and documentation.[31]

The IEP was the focus of a study in Contra Costa County, California. The master plan for special education in this county was instrumental in developing and training personnel to write the IEP's. The IEP's for over four hundred pupils, including 2,400 instructional objectives, were randomly selected, read and rated by four evaluators who were trained specifically for this task. An instrument was developed to record their observations and judgments which also included a process for collecting rater agreement data. The results of the study indicated that 75 percent of the objectives addressed academic areas, while only 10 percent related to areas of social, emotional or behavioral needs. Results also suggested that fewer objectives were being written than students might require. The IEP's contained few recommended teaching methods or materials which suggests the lack of support for classroom teachers dealing with the "special needs" student. Special education teachers were

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[31]Karen Cortell Reisman and Daniel J. Macy, Context Evaluation of Individualized Educational Programs in an Urban School District, U.S. Educational Resources Information Center, ERIC Document ED 162 491, November, 1978.

for the most part responsible for implementing 75 percent of the objectives with 25 percent for classroom teachers. Six percent of the IEP's lacked parent signatures, with some not having checks for parent approval, or due process rights clearly stated. Overall, the IEP's objectives were of high quality, free of jargon, easily read, and appropriately related to one another.[32]

Authors in the field of special education report that the IEP can be evaluated only for its content appropriateness. Experienced teachers could be utilized to determine what is likely to work and not work.[33] Morrisey and Safer in addressing problems related to the evaluation of the IEP reported:

> To measure program/IEP effectiveness in terms of pupil change indicators (e.g., achievement), it would be necessary to confirm that what was observed/measured could be accounted for in terms of implementation. This would be a particularly difficult change, since IEP related activities will have varying correspondence to elements of the prescribed educational plan and take up varying amounts of the instructional day. These problems, coupled with the inherent deficiencies in pretest/post-test methods of measuring/recording pupil performance, suggest that it may be methodologically difficult to assess IEP effectiveness in this way. Moreover, precision and frequency of documentation that would be required to collect data, would make the use of such methods prohibitive. Therefore, it

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[32]Lee H. Anderson, Sandra L. Barnes, and Harry J. Larson, "Evaluation of Written Individualized Education Programs," Exceptional Children, XLIV (November, 1978), 207-208.

[33]Reginald L. Jones and others, "Evaluating Mainstreaming Programs: Models, Caveats, Considerations, and Guidelines," Exceptional Children, XLIV (May, 1978), 598-599.

may be most desirable to consider multiple and varied measures at any rate, determining appropriate measures of effectiveness will be an initial and difficult task.[34]

Lilly in an article evaluating the IEP points to the need to collect criterion referenced evaluation data on student performance as specified in the IEP, with the teacher as the only person having sufficient contact with students to collect and store these data.[35]

From the studies and articles presented in this section of the review of literature it became clear to this writer that there are no simple answers to the problems plaguing the evaluation of the IEP. However, as has been reported, some significant attempts have been made and with additional efforts, solutions will hopefully be achieved.

This section of the review of selected literature has presented studies and reports that have dealt specifically with the IEP. Studies have been reviewed that investigated the perceptions of parents, teachers, and other significant persons regarding the IEP. Studies were also reviewed in which factors contributing to the adequacy or attitudes toward the IEP were investigated. In summary, evaluation studies were presented that attempted to determine the effectiveness, or quality of the IEP.

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[34]Patricia A. Morrisey and Nancy Safer, "The Individualized Education Program," Viewpoints, LIII (Indiana University, March, 1977), 35-36.

[35]M. Stephen Lilly, "Evaluating Individualized Education Programs," ed. Scottie Torres, A Primer on Individualized Education Programs for Handicapped Children (Reston, Virginia: Foundation for Exceptional Children, 1977), p. 28.

PROGRAMS AND LEGISLATION PROVIDING FOR THE SPECIAL NEEDS INDIAN CHILD

This section of the review of selected literature describes programs and legislation for the "special needs" Indian child in South Dakota and also programs in other states with large populations of Indian children.

The "special needs" Indian student has only within the last few years received significant attention. A large part of this neglect is due to the historical path of the education of Indian students in general. It was not until 1924, and the passage of the Indian Citizenship Act, that Indian people were officially recognized as citizens of the United States. For this reason the education of Indian students prior to this Act was considered a federal responsibility. The Indian Citizenship Act of 1924 was the first step to more state involvement in Indian education. The Johnson-O'Malley Act of 1934 was an additional attempt by the federal government to secure greater state participation in Indian education. This Act authorized the United States Secretary of the Interior to contract with states for the education of Indian children. Today, this approach remains as one of the mechanisms through which the BIA funds state and local educational agencies for educating Indian children.[36] The Indian Education Act of 1972, Public Law

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[36]Bruce Ramirez and Barbara J. Smith, "Federal Mandates for the Handicapped: Implications for American Indian Children," Exceptional Children, ILIV (April, 1978), 522.

92-318, also provided funds specifically earmarked for use in special Indian education programs, as opposed to general operational costs. The Impact Aid Act, Public Law 81-874, was an additional source of funds designated for public schools to compensate for loss of property tax support near federal installations. The Indian Self-Determination and Educational Assistance Act of 1975, Public Law 93-638, was a final attempt by the federal government designed to significantly alter the organization of education for "special needs" Indian children. The Act pledged the federal government to a policy of providing the Indian student with the types of educational services and opportunities which would permit them to achieve ultimate self-determination.[37]

In an attempt to look specifically at individualized educational programs for "special needs" Indian students, this writer encountered difficulty. The problem involved the variety of educational delivery systems serving the "special needs" Indian student, and the lack of research and general information concerning this population.[38]

When the Bureau of Indian Affairs Branch of Social Services was funded in 1960, "special needs" Indian students

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[37]James S. Haskins and J. M. Stifle, . . . He Will Lift Up His Head, A Report to the Developmental Disabilities Office on the Situation of Handicapped Navajo and the Implications Thereof for All Native Americans, U.S. Educational Resources Information Center, ERIC Document ED 170 984 (October, 1978), 35-37.

[38]Ramirez and Smith, loc. cit.

were placed in institutions off the reservations.[39] During a two-year period from 1964 to 1966, the Bureau of Indian Affairs conducted a pilot project to identify and educate mentally retarded Indian children in the Shiprock, New Mexico agency. This pilot project provided evidence that the incidence of mental retardation among Indian children was no higher than in the general population.

During the late sixties and early seventies several projects were conducted which focused specifically on the "special needs" Indian child. Arizona State University conducted two projects during the 1968-69 and 1969-70 school years. One project was conducted at the Phoenix Indian School with tests being administered to ninth and tenth grade students. The results of the project concluded that special education services should be provided to Indian students in need of these services especially in the early grades. A project, titled Phoenix Indian School Comprehensive Evaluation of Education of Students (PISCES) was a follow-up by Arizona State University at the Phoenix Indian School. This project found that a significant number of Indian students needed special education. An additional project, titled Accelerating Specialized School Experiences Today (ASSET), conducted by Northern Arizona University at the Phoenix Indian School during the 1969-70 school year

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[39]Frank Todacheeny, "Progress in Providing Services to Exceptional Children: Focusing on Parent/Community Awareness and Involvement," Education and Training of the Mentally Retarded, XII (December, 1977), 377.

found the resource room model of service delivery to yield positive results. During that same year Utah State University conducted a pilot project at the Intermountain Indian School, which established that significant numbers of Indian students had articulation problems, difficulty with comprehension of English words, and problems with hearing and vision.[40] Projects such as these and others in South Dakota and Oklahoma are examples of attempts by the BIA at identifying and serving "special needs" Indian students.

The major problem with programs of this nature is the lack of follow-up and direct support monies. The BIA primarily operated the special education programs described and others with flow-through funds from the United States Office of Education.

The Bureau of Indian Affairs has only recently adopted an equalization formula for funding programs for "special needs" Indian students. Prior to this new formula the Bureau funded education based on a formula of one teacher for every thirty students.[41] The new formula to allocate funds for the instruction of elementary and secondary Indian children is based on weighted factors. For kindergarten through twelfth grade a base weight will

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[40]Robert Hall, Special Education Efforts for American Indian and Alaskan Native Children by the Bureau of Indian Affairs. Research and Evaluation Report Series No. 47, U.S. Educational Resources Information Center, ERIC Document ED 129 479, June, 1971, 10-11.

[41]Haskins and Stifle, op. cit., p. 30.

be computed, with additional add on weights for special education programs depending upon service level and placement. The authority for the issuing of this funding formula and other requirements is stated in the Education Amendments of 1978, Public Law 95-561.[42]

It is anticipated that the new funding formula will assist the BIA in providing programs for the "special needs" Indian child yet to be served.

Figures from the Department of Interior in 1976 indicated that 72 percent of all Indian children enrolled in school on or near a reservation attended public schools.[43] This figure revealed that the majority of "special needs" Indian children were being educated in the public schools.

A study conducted in the Humbolt county schools, Eureka, California in 1971-72, attempted to determine the current status of Indian student enrollments in special classes. The study surveyed twenty-four schools to determine the types of special education programs in existence, the number of children being served, the number of Indian children enrolled, and if no program existed, the number of children needing services. Within the twenty-four schools surveyed, the results indicated that a disproportionate number of Indian children were not enrolled in educable mentally

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[42]Federal Register, Volume 44, No. 209, Friday, October 26, 1979, p. 61868.

[43]Rameriz and Smith, loc. cit.

retarded or educationally handicapped classes. The authors stated that problems existed in identifying students as being a member of one ethnic group or another; however, they suggested this study as a good example of the total Indian population within the twenty-four schools sampled.[44] This study, and others including a study conducted by Mestas investigated administrators' attitudes toward their responsibility for the "special needs" Indian students program. This writer found these efforts only a beginning in terms of needed research for and about the "special needs" Indian child.[45]

In summary, the major research concern was for the expansion of programs, adequate funding, and trained personnel to serve those Indian children who have yet to receive adequate services.

South Dakota Programs for the Special Needs Indian Child

In South Dakota there are four schools presently serving a large number of "special needs" Indian students. The Pierre Indian Learning Center is a contract school with

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[44]Marilyn Miles, American Indian Enrollment in Classes for the Educable Mentally Retarded and Educationally Handicapped, U.S. Educational Resources Information Center, ERIC Document ED 068 266, February, 1972.

[45]Leonard Joseph Mestas, Administrators' Opinions and Attitudes Concerning the Bureau of Indian Affairs Navajo Schools' Responsibility in Providing Education for Navajo Exceptional Children, U.S. Educational Resources Information Center, ERIC Document ED 041 667, December, 1970.

the Aberdeen Area of the Bureau of Indian Affairs and serves approximately eighty Indian children in a residential setting in Pierre, South Dakota. The school is governed by a board representing each reservation in South Dakota. It serves Indian boys and girls with behavioral problems whose educational and emotional needs cannot be met in their home reservation schools or in presently available reservation group home facilities. The educational program is elementary through the eighth grade and is operated on an ungraded basis. Teachers provide education to students on an individual basis to assist the students in progressing toward their appropriate age grade level. Students completing eighth grade work receive diplomas and are encouraged and assisted in making plans for high school.

Although approximately one third of the students are specifically designated as "special needs," all students who attend the center are in attendance because of their specific problems in need of intervention. Parental input into program planning is required for students receiving special education services. The residential section of the center is described as providing a good, warm and friendly atmosphere for students living there during the school year. A step system is in operation to allow each student to develop a sense of responsibility for his or her own behavior. Students are divided into societies which meet regularly with staff to provide a family like support for each other, based upon reality therapy. A professional

staff deals with student emotional problems as they arise and also provides psychological assessments and testing when needed. Recently, the center implemented an Indian Studies Program. The program provides Indian men and women as guest speakers and emphasizes Indian history.[46]

On the Rosebud Indian Reservation a program was established in 1972 by a group of Community Action Program (CAP) personnel and three Lakota speaking school district employees.[47] The Rosebud School for Exceptional Children, as it is known today, is a private school that provides contract services to children birth to age six for the Todd County School District. The Rosebud School operates two learning centers serving children with all handicapping conditions, with the most common being mental retardation. In addition to the school, an Adjustment Training Center has been operational for the last six years serving adult mentally retarded clients in a prevocational Title XX funded program.[48] The Rosebud School and Adjustment Training Center are both closely associated with Sinte Gleska College, which was chartered by the Rosebud Sioux Tribe

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[46]Earl Medicine, "Testimony given before Senate Appropriations Committee" (U.S. Senate, Washington, D.C.. April 17, 1978). (Mimeographed).

[47]John P. Muller, "Meeting the Needs of Exceptional Children on the Rosebud Reservation," Education and Training of the Mentally Retarded, XII (October, 1977), 246.

[48]Letter from Mr. Paul Gamble, Planning Officer, Rosebud School for Exceptional Children, Mission, South Dakota, December 14, 1979.

in 1971 and is affiliated with The University of South Dakota and Black Hills State College. The close relationship which has developed between the Rosebud School and the Sinte Gleska College allows for direct input into the school's program by Native Americans interested and concerned about the "special needs" Indian children on the Rosebud reservation. The Lakota speaking students at Sinte Gleska College involved in the Rosebud School assist in making direct home contacts and follow-up on students who are being served. It is anticipated that the college students will continue their education and seek employment in the special education program at the local school district level.[49]

Calvin Coolidge High School in Sioux Falls, South Dakota, is another school serving "special needs" Indian students. The school serves young adults with the major emphasis on basic skills, vocational education, and a general equivalence diploma (GED) program. The Calvin Coolidge High School is a private school funded by Vocational Education, Adult Basic Education, Title I of the Elementary and Secondary Education Act, and general operation funds. Students are admitted to the program by a classification committee to determine eligibility based

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[49]Muller, op. cit., p. 247.

upon need and determined appropriateness of the school program for the student.[50]

The McCrossan Boys Ranch northwest of Sioux Falls also serves "special needs" Indian students in the state of South Dakota. The ranch was founded by the late Melinda Rose McCrossan in 1955. A board of directors governs the ranch, which is licensed by the South Dakota Department of Social Services. The major purpose of the facility is to serve the educationally handicapped student. The ranch is a residential facility with approximately sixty male students ages ten to eighteen. The ranch has a large vocational program for its students. All tuition is paid by each boy's home school district. Although students attend school in nearby districts, the school operates a classroom and each student has an individualized educational program. The school's primary goal is to "return the boys to their families or communities, or prepare them to become independent, with confidence and pride in themselves, good judgment, consideration for others and the ability to function successfully as constructive members of society."[51]

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[50]Telephone conversation with Dean Hinders, Superintendent of School, Calvin Coolidge High School, Sioux Falls, South Dakota, January 11, 1980.

[51]Letter from Susan M. McDermott, Educational Coordinator, McCrossan Boys Ranch, Sioux Falls, South Dakota, December 18, 1979; see also Ranch Brochure, "A Message from Mike McG."

Programs Serving Special Needs
Indian Children in Other States

One of the first schools of its type on a reservation was the St. Michaels School for Special Education located near Window Rock, Arizona. The St. Michaels School located on the Navajo reservation opened in 1970 and is a nonprofit corporation, providing comprehensive educational, social, and medical services to Navajo handicapped children. The school provides educational opportunities to children with mental, physical, visual, speech, or hearing handicaps. St. Michaels offers pre-school, academic vocational training, and also runs one of the few infant stimulation programs on the reservation. The school is funded by the BIA, the Office of Navajo Economic Opportunity, and the Arizona Department of Education. The educational philosophy of St. Michaels is reflected in its strong emphasis on integrating students back into the regular classroom as soon as the student is ready. Community input into the educational program is very strong, with no cultural conflict or alienation experienced by parents or students.[52]

The Navajo Children's Rehabilitation Center Inc., Coyote Canyon, Brimhall, New Mexico, has an educational and vocational training program for mentally handicapped adolescents. Established in 1973, the center operates two

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[52]Elizabeth A. Murphy, "The Classroom: Meeting the Needs of the Culturally Different Child--the Navajo Nation," Exceptional Children, XL (May, 1974), p. 604.

classes with areas of emphasis in motor development, body image training, perceptual training, the development of self-help skills and language development (both English and Navajo). An additional program at the center funded by the state of New Mexico, Department of Hospitals and Institutions provides pre-vocational training. The center is governed by a corporation board made up of local Navajo people and parents. There is also a parent association that serves as a parent advisory group to the center in the development and formulation of programs.[53]

The Chinle Valley School for Exceptional Children located at Chinle, Arizona, is a Navajo controlled school providing services to "special needs" Indian children. The educational program is designed to serve trainable mentally handicapped students ages three to eighteen years. The school offers physical therapy, training in life skills, academic and pre-vocational training, and an infant stimulation program.[54] Children are accepted for a two-week evaluation period during which time the child is observed and assessed. After this period if the staff, in conjunction with the parents feel the Chinle School is appropriate, the child is enrolled. Assistance is provided to parents if the Chinle program is not deemed appropriate. Because

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[53]Margaret Whalawitsa, "Services Available to Exceptional Children on the Navajo Reservation," Education and Training of the Mentally Retarded, XIII (February, 1978), 82.

[54]Ibid.

there is a high rate of unemployment in the local area, a basic goal of the program at Chinle is to prepare the child for return to his home environment with the necessary skills to make him a productive member of the family.[55]

Another special education school on the Navajo reservation is A School For Me, Inc. The school is a private institution located on the campus of the Chuska Boarding School in Tohatchi, New Mexico. The program serves severely disabled and disturbed students. It operates a residential program including home living skills, a vocational program, an academic program, and an infant stimulation program. The school also operates the only sheltered workshop on the Navajo reservation.[56]

In addition to the programs described on the Navajo reservation, public schools in states with large populations of Native American students are providing services to their "special needs" students. These programs have not received exposure in the various journals and publications dealing with the "special needs" child. The BIA provides programs for "special needs" Indian children in bureau schools in the states of Oklahoma, New Mexico, Arizona, South Dakota, North Dakota, Alaska, Washington, and Kansas.

This section of the review of selected literature has described selected special education programs currently

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[55]Murphy, op. cit., p. 606.

[56]Whalawitsa, op. cit., pp. 82-83.

in operation serving "special needs" Indian children in South Dakota and other states having high numbers of these children.

Chapter 3

METHODS AND PROCEDURES

The methods and procedures for this study are included in Chapter 3. The chapter is organized into four sections consisting of: selection and description of the population, development and field testing of the survey questionnaire, data collection procedures, and analysis of the data.

SELECTION AND DESCRIPTION OF THE POPULATION

The population in this study consisted of parents of "special needs" Indian children, special education teachers, and school administrators responsible for the special education program. The criteria used to select schools included: at least 40 percent Indian student enrollment, a special education program, and evidence of written individualized educational programs for "special needs" Indian children attending elementary schools.

The schools sampled in this study were Bureau of Indian Affairs (BIA) schools, public schools, and contract schools in South Dakota.

From a list provided by the Division of Elementary and Secondary Education, Office of Indian Education, schools

with at least 40 percent Indian enrollment were selected. Each school was contacted to determine if special education programs existed, and if IEP's were written. Boarding schools were not included in this study, because parents would not be conveniently available for a response.

Schools meeting the criteria for this study included five BIA schools, six public schools, and four contract schools. The BIA and public school groups were randomly sampled, and the four contract schools meeting the selection criteria served as the contract school group.

All special education teachers and school administrators responsible for the special education program completed the survey questionnaire. Parents of "special needs" students were sampled based upon a ratio of one parent for every five students in the special education program.

DEVELOPMENT AND FIELD TESTING OF THE SURVEY QUESTIONNAIRE

To obtain data for the study, this writer developed a questionnaire to determine how a parent, teacher, or administrator perceived the four major requirements of the IEP. The four major requirements of the IEP included: multifaceted evaluation, development and implementation, confidentiality, and due process. The questionnaire was developed by this writer utilizing the following resources pertaining to the IEP: the Administrative Handbook for Special Education in South Dakota, the special education

program review process for South Dakota schools, and from the review of selected literature. Professors at The University of South Dakota were also consulted in the development of the questionnaire.

The response pattern for each item was in the form of a five-point Likert scale. A scale value was assigned for each response, so that responses could be converted into scores.

Response	Scale Value
Never Occurs	1
Rarely Occurs	2
Frequently Occurs	3
Always Occurs	4
No Knowledge	0

An example of the response pattern in the questionnaire was as follows:

	Never Occurs	Rarely Occurs	Frequently Occurs	Always Occurs	No Knowledge
Parents are informed of the types of evaluations being conducted.	N	R	F	A	N/K

Field testing of the questionnaire was conducted to establish both content and face validity of the questionnaire. Parents, teachers, and administrators in two

selected schools responded to the questionnaire to assist in determining clarity and utility (face validity) of the questionnaire. One university professor served as a judge to determine the accuracy of content (content validity) of the questionnaire. Recommendations from field testing were taken into consideration in the final development of the questionnaire.

DATA COLLECTION PROCEDURES

The schools selected to participate in the study were contacted by telephone during the week of October 15, 1979. Each telephone conversation was followed by a letter addressed to the superintendent to explain further the purpose of the study (Appendix C). Written permission to include the school in the study was also requested. After a response was received, on-site visits were arranged and school personnel notified of the visitation date. During the three-week period spanning from November 5, 1979 through November 23, 1979, all selected schools were visited and data were collected from parents, teachers, and administrators.

At each school in the study, all special education teachers and school administrators responsible for the special education program completed the questionnaire, either individually or in small groups. From a list provided by school administrators, parents were randomly selected, and this writer contacted each parent individually to conduct the written survey questionnaire, except

for two parents who requested that this writer leave the survey questionnaire and a forwarding address.

The total number of respondents across all groups totaled sixty-seven, with thirty-one being parents of "special needs" Indian children, twenty-four being special education teachers, and twelve being school administrators responsible for the special education program.

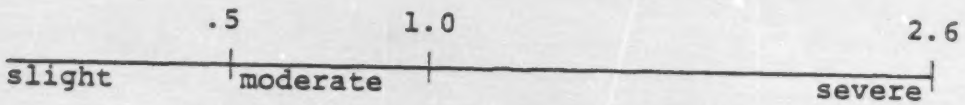
ANALYSIS OF THE DATA

The analysis of the data for this study consisted of computing means, weighted means, and standard deviations across all four major areas of the individualized educational program.

The means and weighted means were compared in each area of the IEP across type of school and type of respondent. To establish consistency and specificity in comparing the means and weighted means, an index of differences was developed. The purpose of the index was to describe the differences between means and weighted means, and provide a uniform system for labeling the extent of difference as determined by the index developed by this writer.

The descriptors utilized in the index were chosen because this writer felt that the vast range in differences needed to be described. Because of their common usage and ease of comprehension, the terms slight, moderate, and severe were selected.

The index was as follows:



Differences among means and weighted means that fell within the 0 to .5 range were labeled a slight difference. Those that fell within the .6 to 1.0 range were labeled a moderate difference. Differences that fell within the 1.1 to 2.6 range were labeled a severe difference.

The research questions for this study focused on the differences in mean scores. No mention was made in the findings when a difference was not found between mean scores for either type of school or type of respondent.

Chapter 4

FINDINGS OF THE STUDY

The findings of this study were based upon data collected by means of a survey questionnaire completed by parents of "special needs" students, special education teachers, and school administrators responsible for special education programs.

For the Bureau of Indian Affairs (BIA) school group, ten parents responded, ten teachers responded, and four administrators responded. In the contract school group, ten parents responded, seven teachers responded, and four administrators responded. For the public school group, eleven parents responded, seven teachers responded, and four administrators responded.

Based upon the ratio of one parent response for every five students in the special education program, the total possible number of parent responses was thirty-one. This study surveyed thirty-one parents and the return rate was 100 percent. In the case of teachers and administrators, the total population within each school responded. The total number of respondents across all groups was sixty-seven, with thirty-one being parents, twenty-four teachers, and twelve school administrators.

This chapter is organized into three sections concerned with the compilation of individual scores, weighted mean scores, and the six research questions. Data are presented in both textual and tabular form.

INDIVIDUAL SCORES

Individual mean scores for public school parents, teachers, and administrators revealed that respondents perceived the IEP to be either frequently or always in compliance. The only exceptions for the public school group occurred in the areas of confidentiality and due process for the parent respondents. Parents perceived the IEP to be only rarely in compliance in the areas of confidentiality and due process.

Parents, teachers, and administrators in contract schools perceived the IEP to be either frequently or always in compliance. The exception to this was found within the parent group in the areas of development and implementation, confidentiality, and due process. Parents perceived the IEP to be rarely in compliance in the areas of development and implementation, confidentiality, and due process.

For the BIA school parents, teachers, and administrators, the individual mean scores revealed that respondents perceived the IEP to be either frequently or always in compliance, except for the parent group in the areas of development and implementation, confidentiality, and due process. Parents perceived the IEP to be rarely in compliance in the areas of development and implementation and due process.

In the area of confidentiality the parents perceived the IEP to be never in compliance.

The standard deviations for type of respondent and type of school across the four areas of the IEP revealed some interesting information. Parents across public, contract, and BIA schools had a much greater variability in scoring responses than did teachers or administrators.

Tables 1, 2, and 3 provide background information concerning the variables that are dealt with, and how the respondents scored. A definite pattern emerged from the tables. Parents across all four areas of the IEP consistently scored lower than did teachers or administrators. The most obvious variation of scores occurred in the areas of confidentiality and due process.

WEIGHTED SCORES

Weighted means, as shown in Table 4, were computed utilizing the information given in Tables 1, 2, and 3 for each area of the IEP. Slight differences, as described in Chapter 3, were found between the public and contract school groups across all four areas of the IEP. Slight differences were also found between contract and BIA schools in the areas of development and implementation, confidentiality, and due process. Between the public and BIA schools, slight differences were found in the areas of multifaceted evaluation and development and implementation. Figure 1 provides a graphic representation of these weighted means across the four areas

Table 1

Public Schools: Number of Respondents, Means, and Standard Deviations

	Multifaceted Evaluation	Development & Implementation	Confidentiality	Due Process
Parents	N = 11 Mean = 3.3 S.D. = .92	N = 11 Mean = 3.1 S.D. = .88	N = 11 Mean = 1.7 S.D. = 1.8	N = 11 Mean = 2.4 S.D. = 1.8
Teachers	N = 7 Mean = 3.9 S.D. = .67	N = 7 Mean = 3.5 S.D. = .27	N = 7 Mean = 3.3 S.D. = .72	N = 7 Mean = 3.7 S.D. = .32
Administrators	N = 4 Mean = 3.9 S.D. = .24	N = 4 Mean = 3.4 S.D. = .21	N = 4 Mean = 3.7 S.D. = .47	N = 4 Mean = 3.5 S.D. = .34

Table 2

Contract Schools: Number of Respondents, Means, and Standard Deviations

	Multifaceted Evaluation	Development & Implementation	Confidentiality	Due Process
Parents	N = 10 Mean = 2.9 S.D. = .92	N = 10 Mean = 2.4 S.D. = .76	N = 10 Mean = 2.2 S.D. = 1.3	N = 10 Mean = 2.2 S.D. = .99
Teachers	N = 7 Mean = 3.7 S.D. = .35	N = 7 Mean = 3.5 S.D. = .35	N = 7 Mean = 3.8 S.D. = .26	N = 7 Mean = 3.5 S.D. = .79
Administrators	N = 4 Mean = 3.9 S.D. = .47	N = 4 Mean = 3.5 S.D. = .50	N = 4 Mean = 3.8 S.D. = .25	N = 4 Mean = 3.6 S.D. = .77

Table 3

BIA Schools: Number of Respondents, Means, and Standard Deviations

	Multifaceted Evaluation	Development & Implementation	Confidentiality	Due Process
Parents	N = 10 Mean = 2.6 S.D. = .67	N = 10 Mean = 2.4 S.D. = 1.1	N = 10 Mean = 1.4 S.D. = 1.4	N = 10 Mean = 1.8 S.D. = 1.5
Teachers	N = 10 Mean = 4 S.D. = .40	N = 10 Mean = 3.6 S.D. = .25	N = 10 Mean = 3.2 S.D. = .62	N = 10 Mean = 3.8 S.D. = .28
Administrators	N = 4 Mean = 3.8 S.D. = .28	N = 4 Mean = 3.6 S.D. = .29	N = 4 Mean = 4 S.D. = 0	N = 4 Mean = 3.9 S.D. = .11

Table 4

Weighted Means for Each Area of the IEP across Type of School

	Public	Contract	BIA
Multifaceted Evaluation	3.6	3.4	3.4
Development and Implementation	3.3	3.0	3.1
Confidentiality	2.6	3.0	2.6
Due Process	3.0	2.9	3.0

Differences Between Weighted Means

	Between Public/ BIA	Between Public/ Contract	Between Contract/ BIA
Multifaceted Evaluation	.2	.2	0
Development and Implementation	.2	.3	.1
Confidentiality	.0	.4	.4
Due Process	0	.1	.1

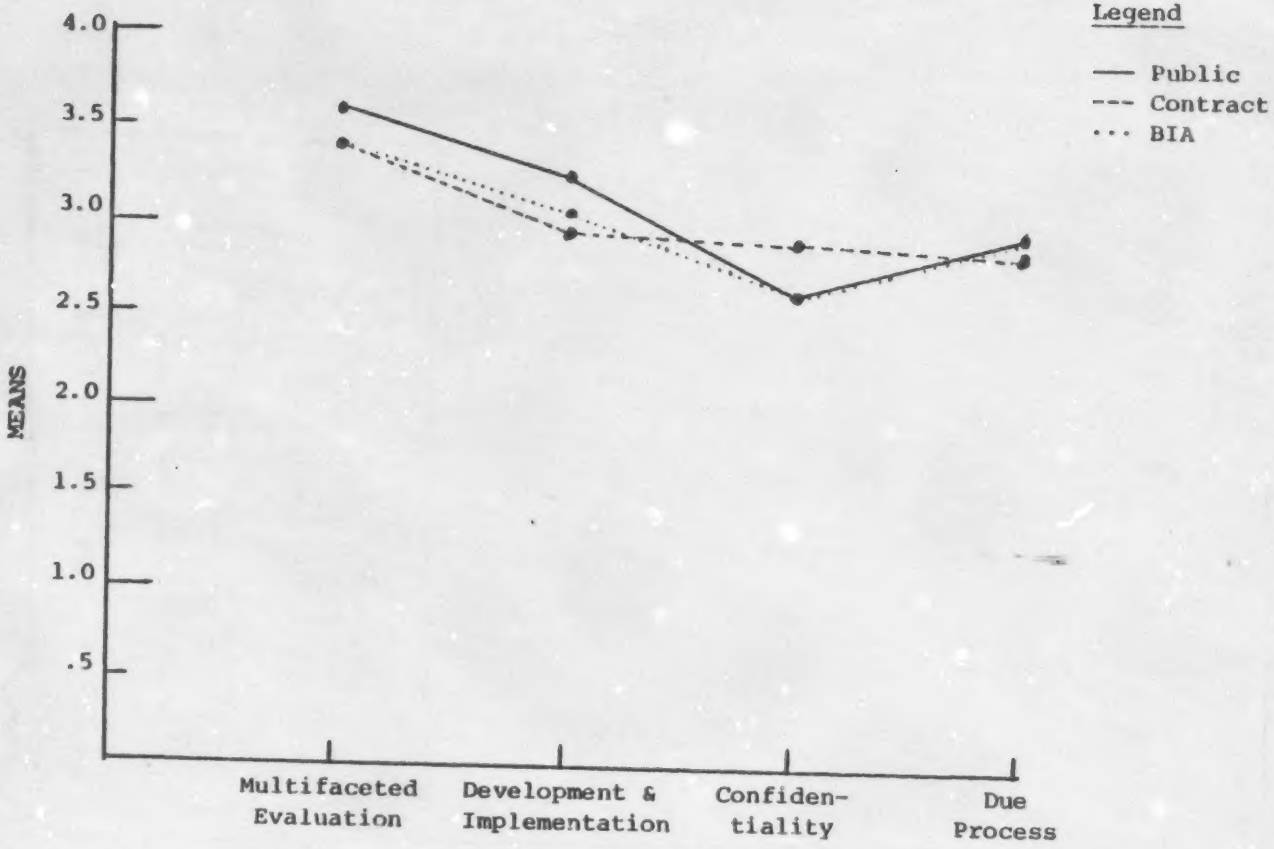


Figure 1

Weighted Mean Scores for Public, Contract, and BIA Schools

of the IEP. From this figure a pattern emerged. The contract school group was very consistent across all four areas of the IEP. The public and BIA school groups' mean scores varied across the four areas of the IEP, and are most notable in the area of confidentiality.

Weighted means were also computed for parents, teachers, and administrators across the four major areas of the IEP. These weighted means and the differences between the weighted means are given in Table 5. The table shows that the parents gave lower scoring responses than did the teachers or administrators. The weighted mean scores for teachers and administrators were almost identical except for the area of confidentiality. Moderate differences, as described in Chapter 3, occurred between parents and teachers, and parents and administrators in the areas of multifaceted evaluation and development and implementation. Severe differences, as described in Chapter 3, occurred in the areas of confidentiality and due process between parents and teachers, and between parents and administrators. The only difference found between teachers and administrators was in the area of confidentiality falling in the slight range. These weighted mean scores are represented in Figure 2 and the differences in weighted mean scores became very obvious.

RESEARCH QUESTIONS

Research Question 1

Data collected from the survey questionnaire were

Table 5

Weighted Means for Each Area of the IEP across Type of Respondent

	Parents	Teachers	Admin.
Multifaceted Evaluation	2.9	3.9	3.9
Development and Implementation	2.6	3.5	3.5
Confidentiality	1.8	3.4	3.8
Due Process	3.0	2.9	3.0

Differences Between Weighted Means

	Between Parents/ Teachers	Between Teachers/ Admin.	Between Parents/ Admin.
Multifaceted Evaluation	1.0	0	1.0
Development and Implementation	.9	0	.9
Confidentiality	1.6	.4	2.0
Due Process	1.6	0	1.6

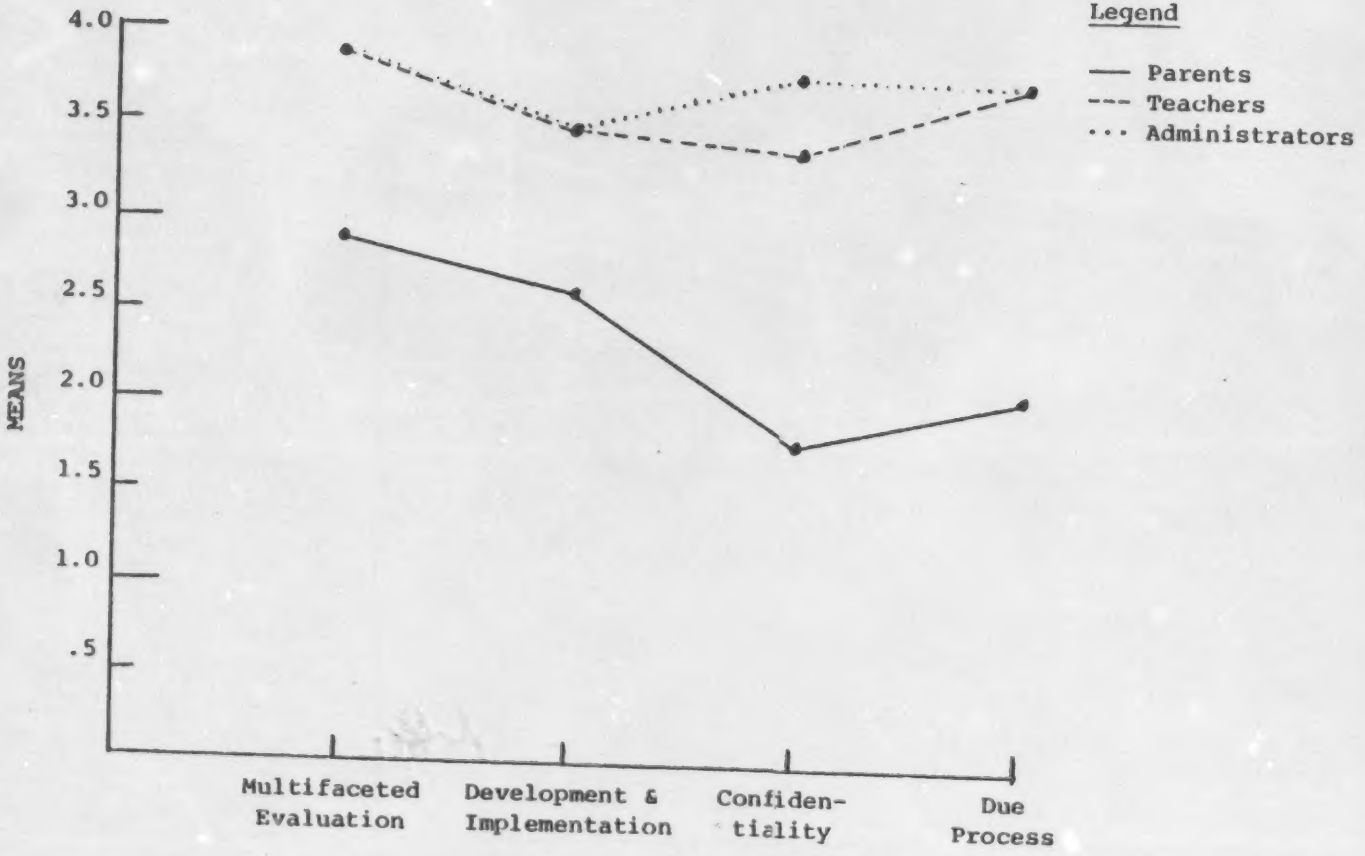


Figure 2

Weighted Mean Scores for Parents, Teachers, and Administrators

used to answer the research question, "Do public school parents, teachers, and administrators differ from contract school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?"

When the mean scores for public school parents, teachers, and administrators were compared with those of contract school parents, teachers, and administrators, the results showed that differences did occur. A moderate difference occurred between parents in the area of development and implementation, and slight differences occurred in the areas of multifaceted evaluation, confidentiality, and due process. Slight differences also occurred between teacher groups in the areas of multifaceted evaluation, confidentiality, and due process. A slight difference was found between administrators in the areas of development and implementation, confidentiality, and due process.

The mean scores and differences across the four major areas of the IEP are given in Table 6. Figure 3 shows the mean scores for parents across the four major areas of the IEP. The scoring pattern indicated that contract school parents were very consistent across all four major areas, while public school parents' scores varied, especially in the area of confidentiality. The teachers' mean scores are illustrated in Figure 4, and it points out the similarity of mean scores with the exception of the confidentiality area. Figure 5 presents the mean scores for administrators. The figure assisted in showing the similarities across all four major areas of the IEP for the administrator group.

Table 6

Public and Contract School Mean Scores and Differences across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		Public Schools		
Parents	3.3	3.1	1.7	2.4
Teachers	3.9	3.5	3.3	3.7
Administrators	3.9	3.4	3.7	3.5
		Contract Schools		
Parents	2.9	2.4	2.2	2.2
Teachers	3.7	3.5	3.8	3.5
Administrators	3.9	3.5	3.8	3.6
		Differences		
Parents	.4	.7	.5	.2
Teachers	.2	0	.5	.2
Administrators	0	.1	.1	.1

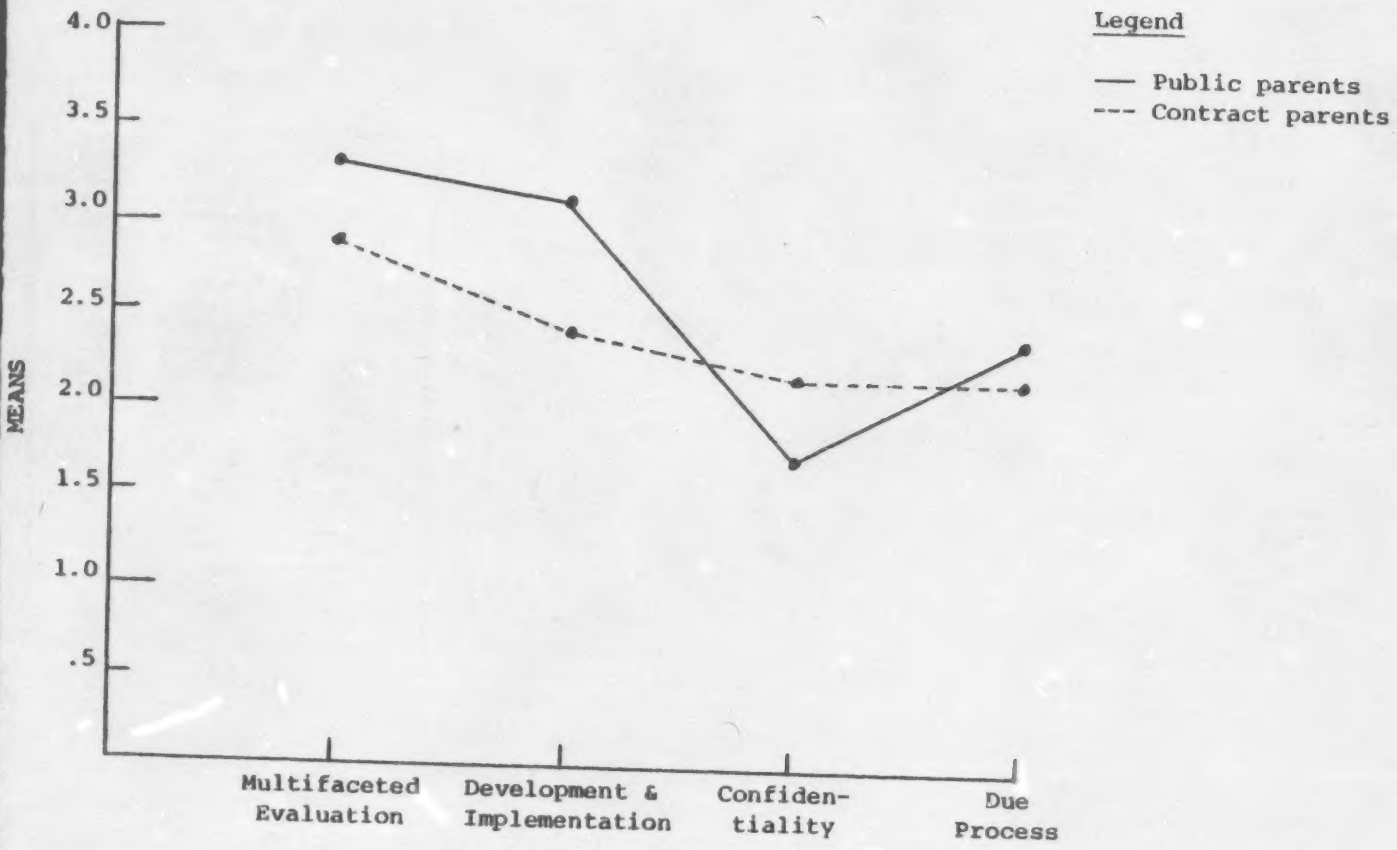


Figure 3

Mean Scores for Public and Contract School Parents

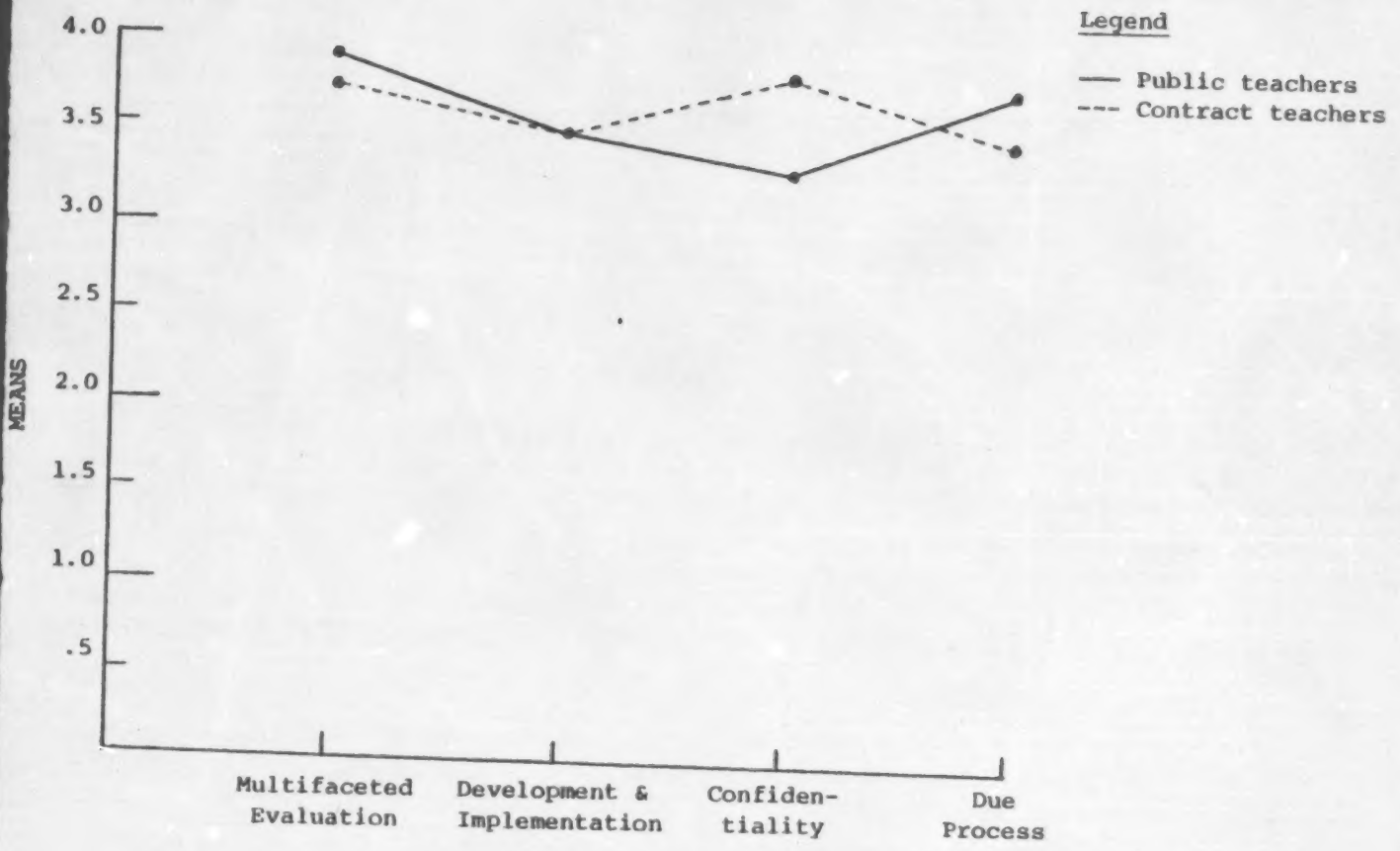


Figure 4

Mean Scores for Public and Contract School Teachers

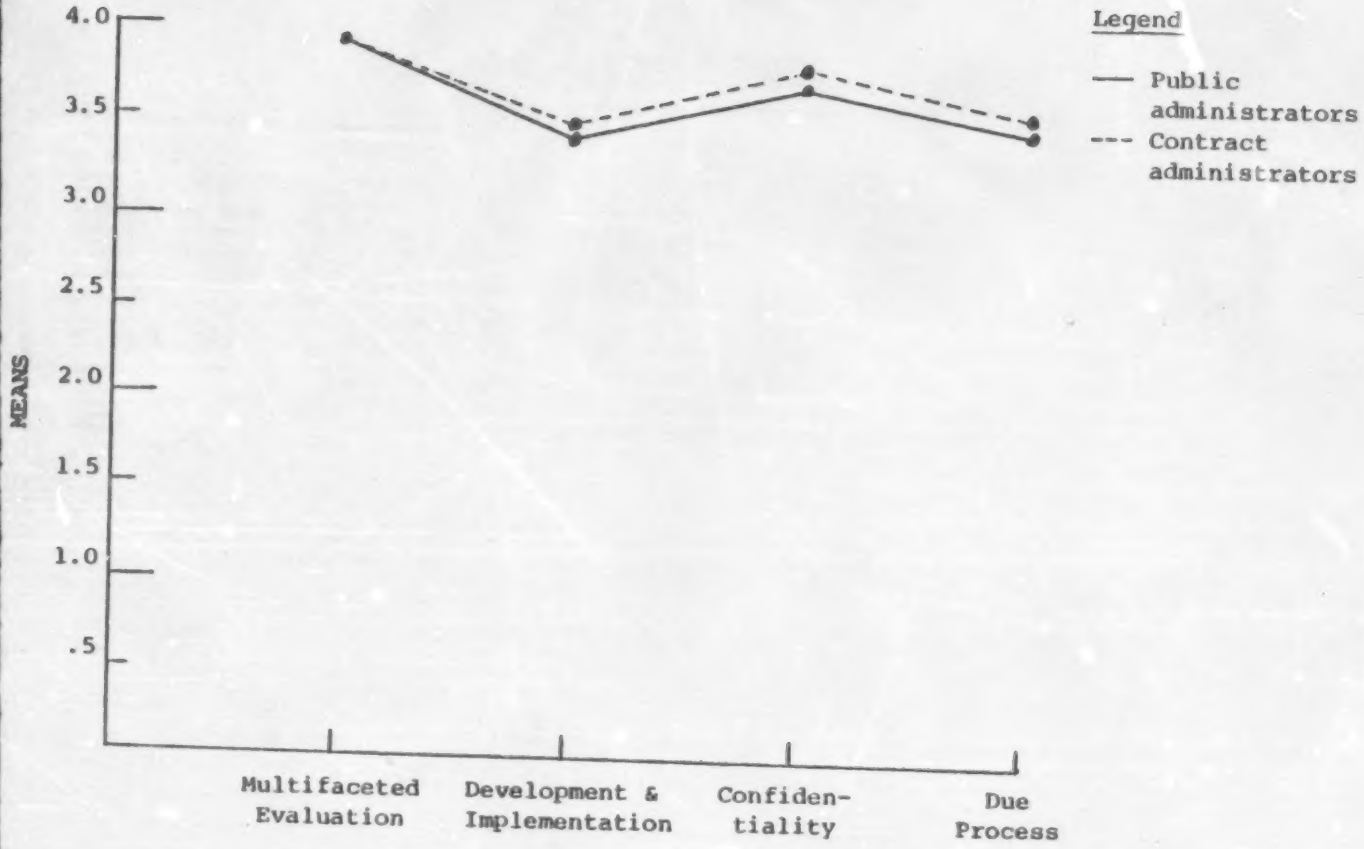


Figure 5

Mean Scores for Public and Contract School Administrators

Research Question 2

The results obtained from the survey questionnaire were used to answer the research question, "Do public school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?"

In a comparison of mean scores for public school parents, teachers, and administrators with BIA school parents, teachers, and administrators, differences were found. Differences occurred across all major areas of the IEP. Moderate differences were found between parent groups in the areas of multifaceted evaluation, development and implementation, and due process. Between teachers and administrators, a slight difference was found across all four areas of the IEP.

The data concerning mean scores and differences across the four major areas of the IEP are given in Table 7. Figure 6 provides a representation of mean scores for parents. This figure shows that public school parents scored higher across all areas of the IEP than did the BIA parents. However, the public school group had a greater variation than did the BIA group, especially in the confidentiality area. The mean scores for teachers across the four major areas of the IEP are presented in Figure 7. The graph shows the similarity of mean scores for the teacher group. The mean scores for administrators across the four major areas of the IEP are shown in Figure 8. Administrators

Table 7

Public and BIA School Mean Scores and Differences across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		Public Schools		
Parents	3.3	3.1	1.7	2.4
Teachers	3.9	3.5	3.3	3.7
Administrators	3.9	3.4	3.7	3.5
		BIA Schools		
Parents	2.6	2.4	1.4	1.8
Teachers	4.0	3.6	3.2	3.8
Administrators	3.8	3.6	4.0	3.9
		Differences		
Parents	.7	.7	.3	.6
Teachers	.1	.1	.1	.1
Administrators	.1	.2	.3	.4

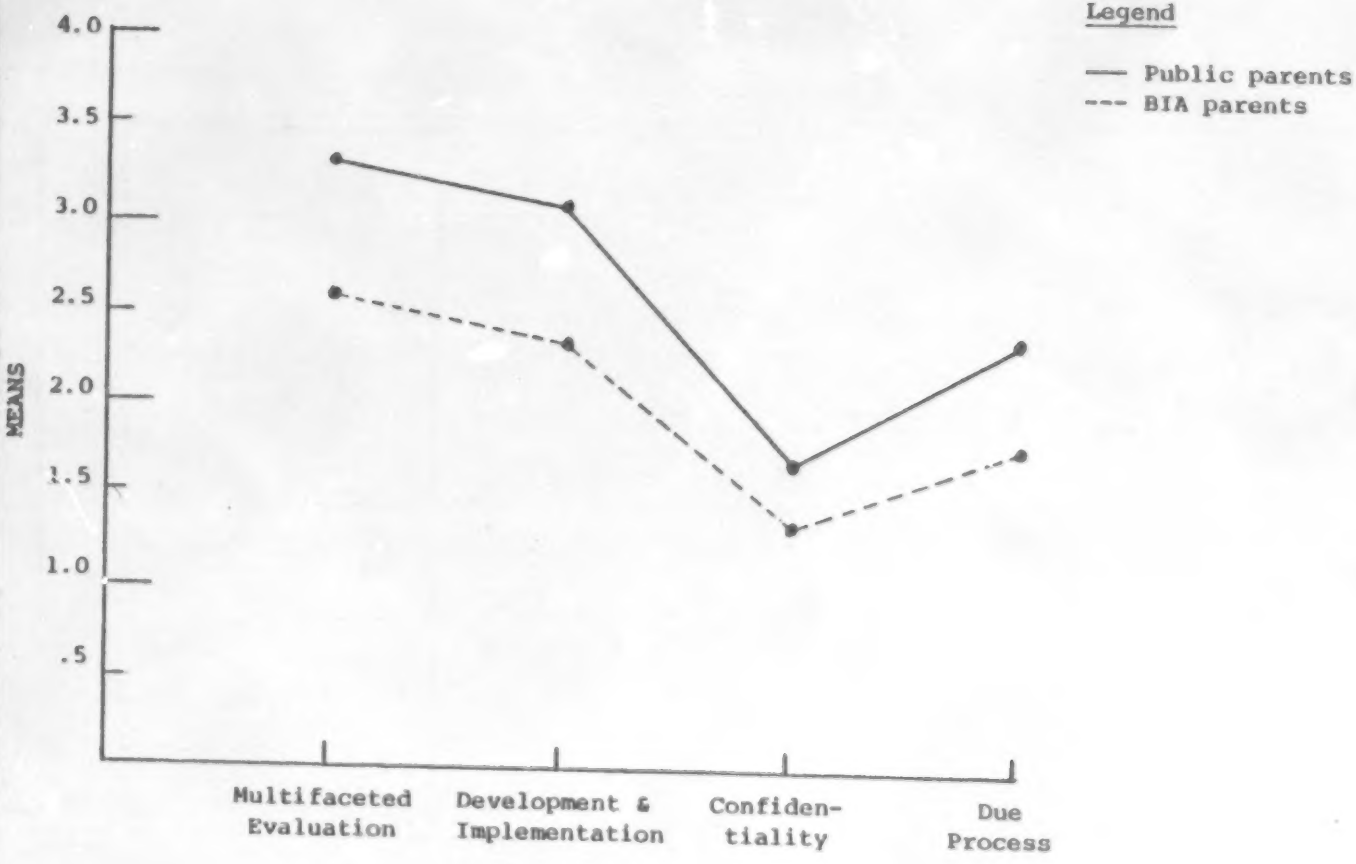


Figure 6

Mean Scores for Public and BIA School Parents

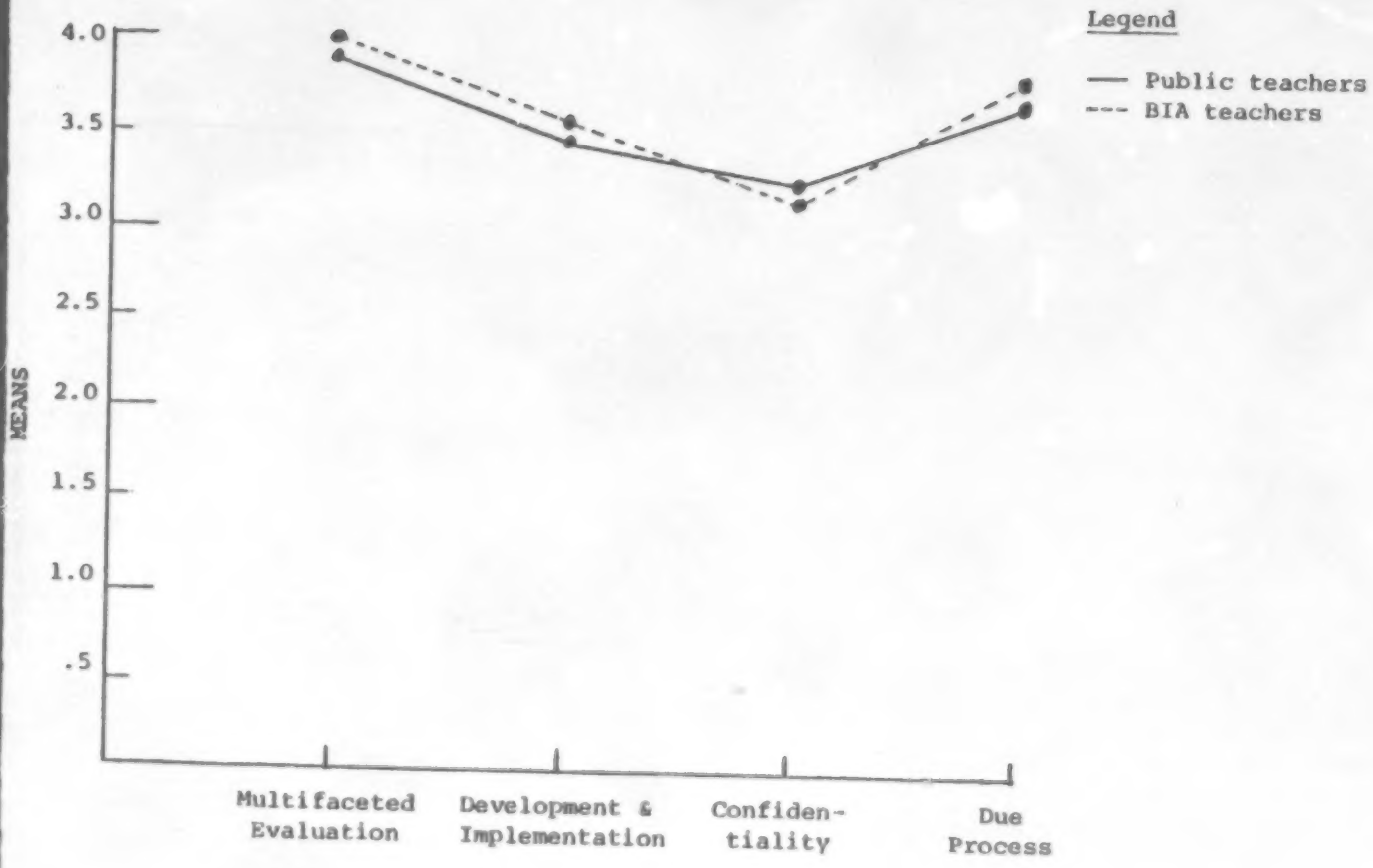


Figure 7

Mean Scores for Public and BIA School Teachers

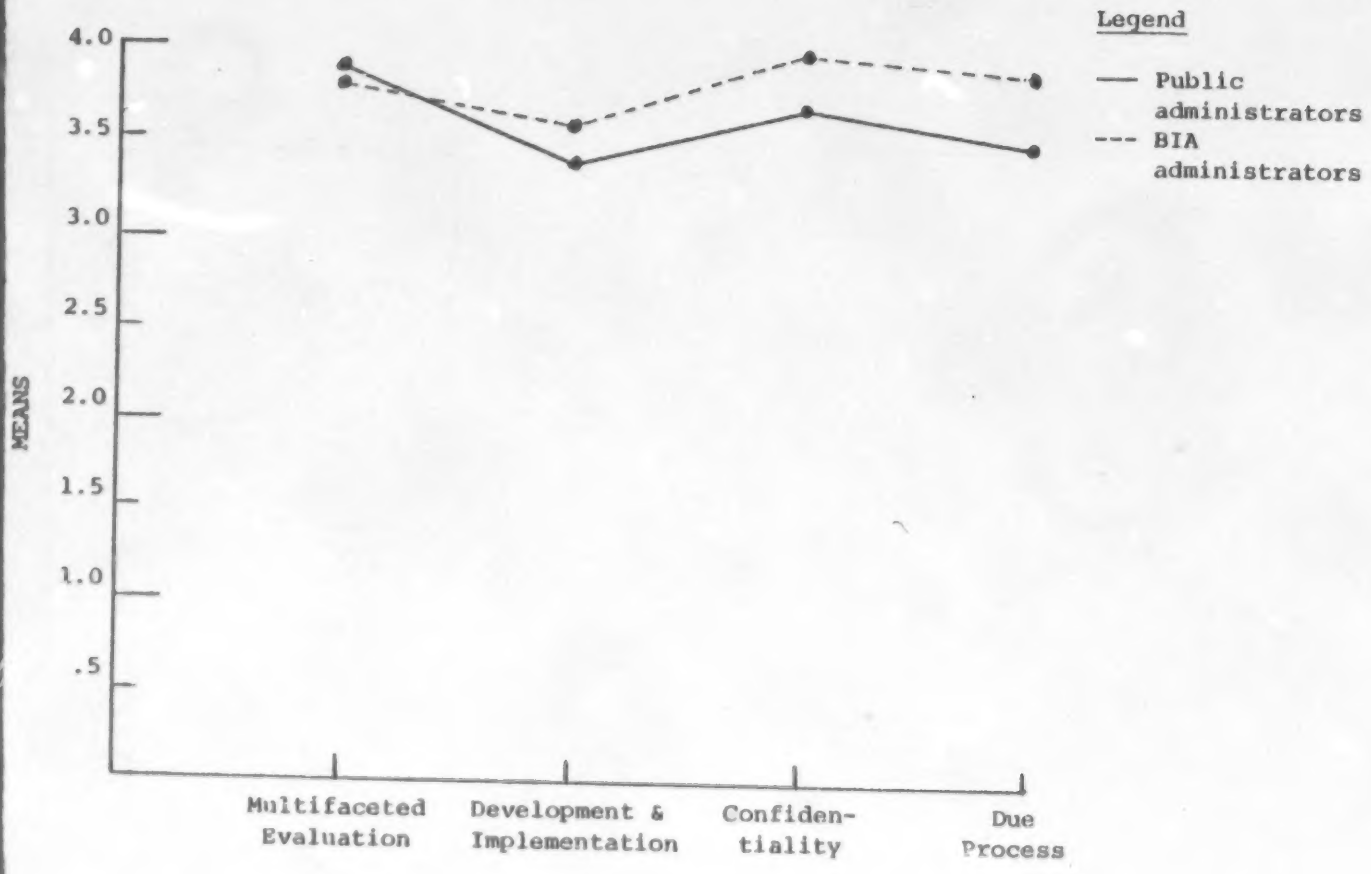


Figure 8

Mean Scores for Public and BIA School Administrators

in public and BIA schools were very similar and consistent in their responses across all areas of the IEP.

Research Question 3

The information obtained from the survey questionnaire was used to answer the research question, "Do contract school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?"

In a comparison of the mean scores for contract school parents, teachers, and administrators with BIA school parents, teachers, and administrators, differences were found. Slight differences were found between administrators in all four areas of the IEP. Between teachers a slight difference was found in the areas of multifaceted evaluation, development and implementation, and due process. A slight difference between mean scores was found between parents in the areas of multifaceted evaluation and due process only. The only moderate difference found was in the area of confidentiality between teacher groups and parent groups.

The data concerning the mean scores and differences are given in Table 8. The distribution of mean scores for parents across the four major areas of the IEP is shown in Figure 9. This figure also shows the consistent higher mean scores for the contract parents, as opposed to the lower and less consistent mean scores for the BIA school parents. The mean scores for teachers are presented in Figure 10. The

Table 8

Contract and BIA School Mean Scores and Differences across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		Contract Schools		
Parents	2.9	2.4	2.2	2.2
Teachers	3.7	3.5	3.8	3.5
Administrators	3.9	3.5	3.8	3.6
		BIA Schools		
Parents	2.6	2.4	1.4	1.8
Teachers	4.0	3.6	3.2	3.8
Administrators	3.8	3.6	4.0	3.9
		Differences		
Parents	.3	0	.8	.4
Teachers	.3	.1	.6	.3
Administrators	.1	.1	.2	.3

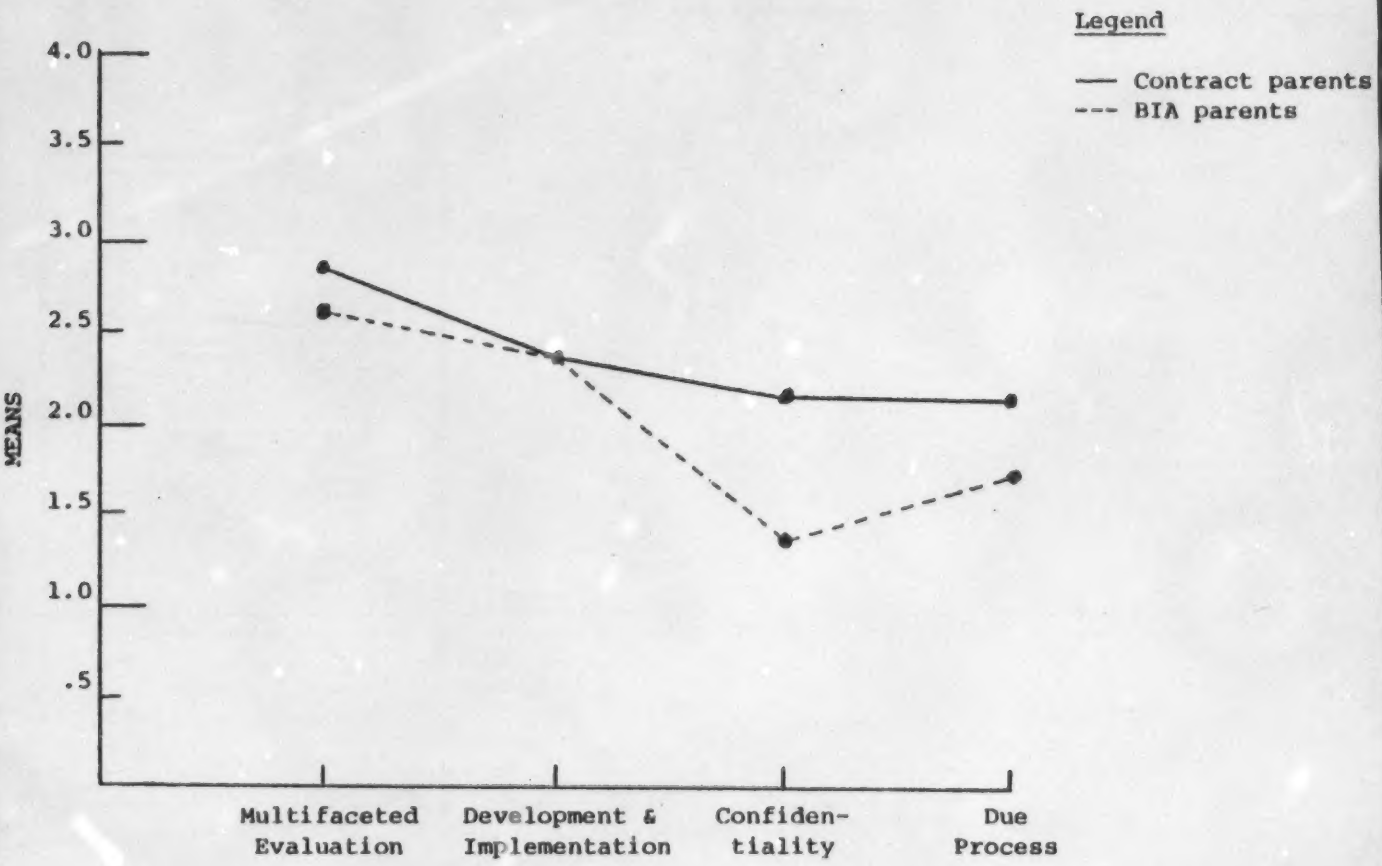


Figure 9

Mean Scores for Contract and BIA School Parents

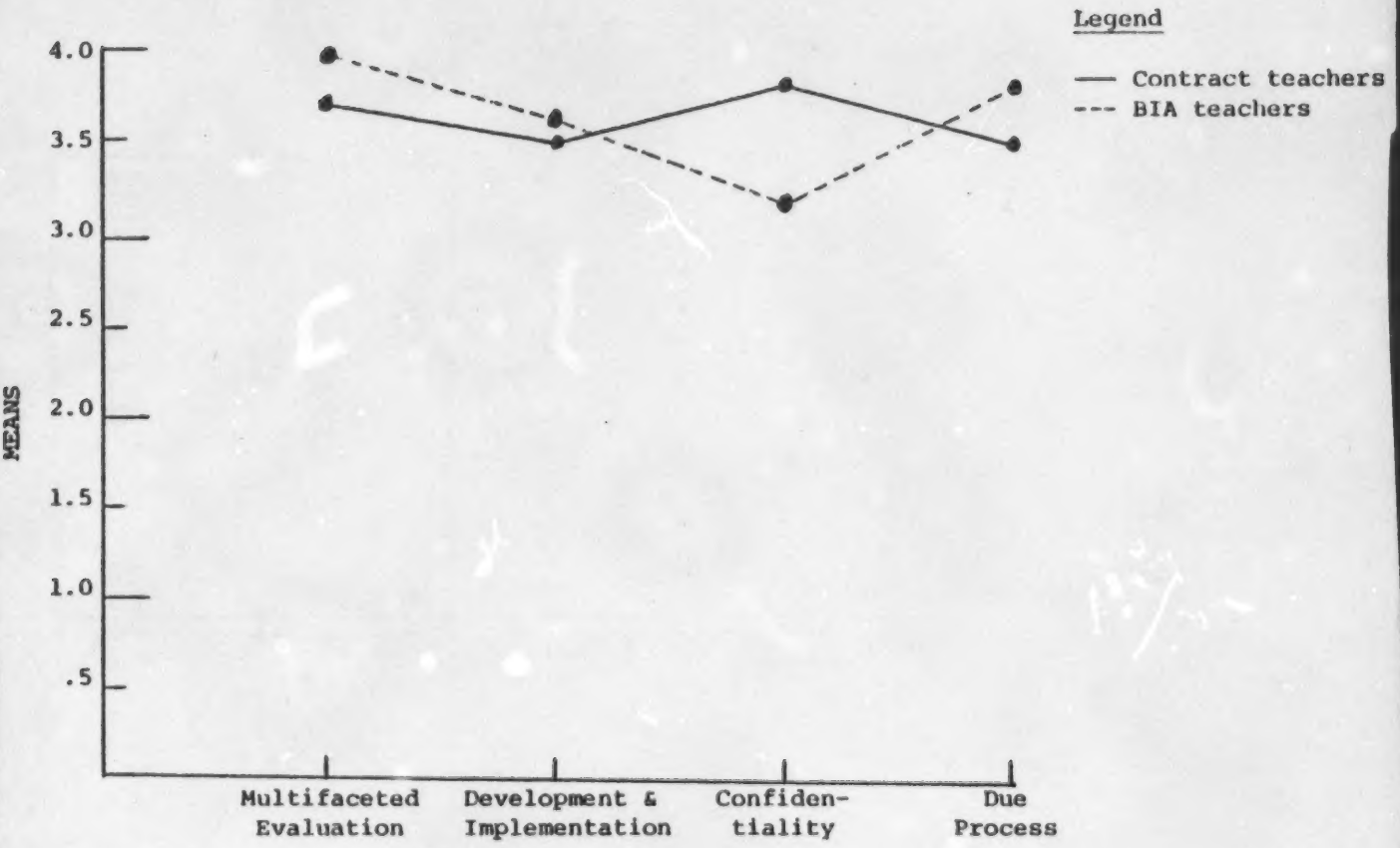


Figure 10

Mean Scores for Contract and BIA School Teachers

similarity of scoring can be observed, with only a small variation in the area of confidentiality. Figure 11 presents the mean scores for administrators across the four major areas of the IEP. The contract and BIA school administrators did not vary to any extent across the four areas of the IEP, with the contract group scoring lower than the BIA.

Research Question 4

Data collected from the survey questionnaire were used to answer the research question, "Do contract school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?"

In a comparison of the mean scores for parents, teachers, and administrators in contract schools, the findings revealed that the parents consistently scored lower than either teachers or administrators across the four major areas of the IEP. In contrast, the mean scores for teachers and administrators were both very high. Severe differences were found between the mean scores of parents and teachers, and parents and administrators across the areas of development and implementation, confidentiality, and due process. Moderate differences were found between parents and teachers, and parents and administrators in the multifaceted evaluation area. Between teachers and administrators, slight differences occurred in the areas of

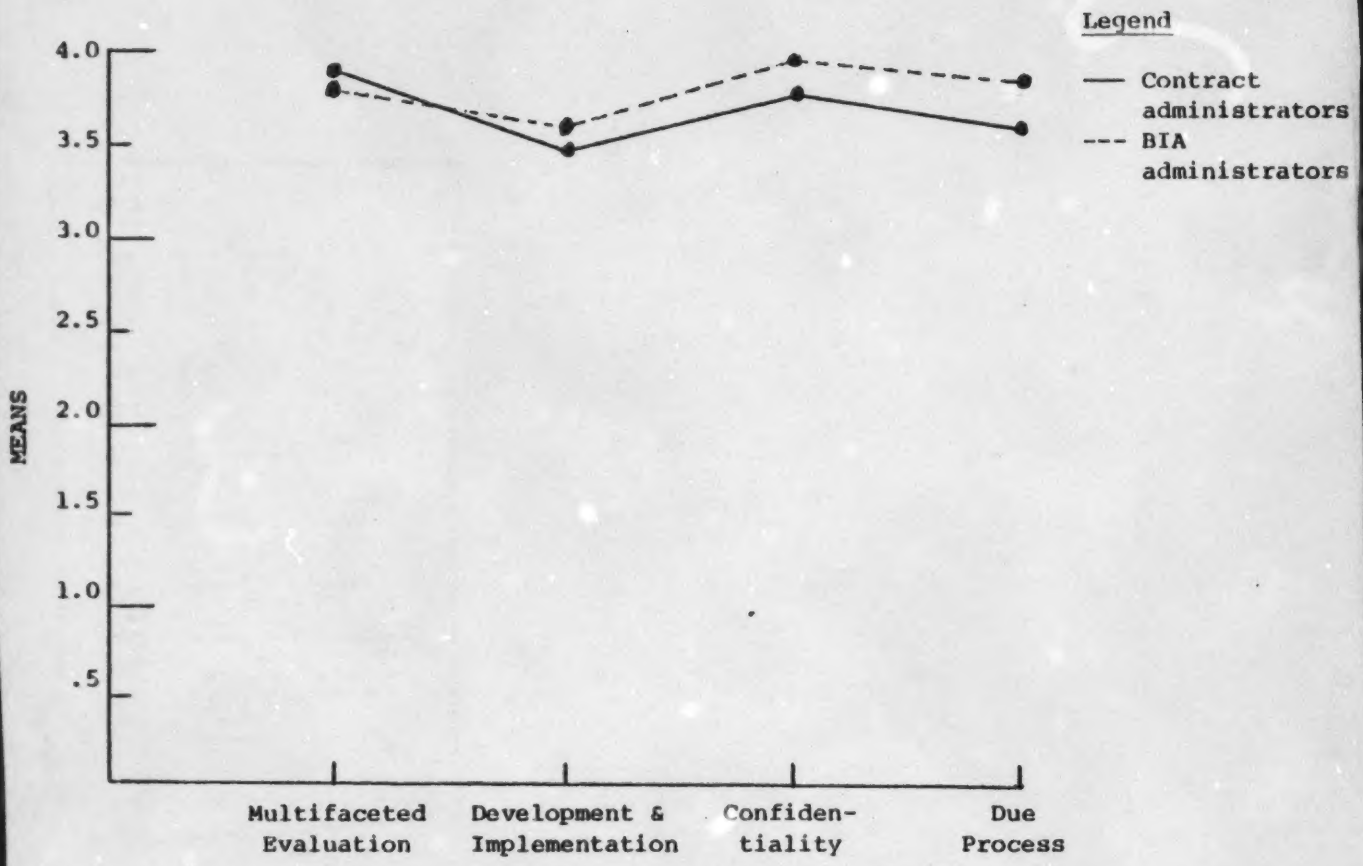


Figure 11

Mean Scores for Contract and BIA School Administrators

multifaceted evaluation and due process. The data concerning mean scores and differences across the four major areas of the IEP are given in Table 9. The vast differences in mean scores for parents and teachers across the four areas of the IEP are shown in Figure 12. The similarity of mean scores for teachers and administrators is presented in Figure 13. Figure 14 presents the differences in mean scores between parents and administrators.

Research Question 5

The results obtained from the survey questionnaire were used to answer the research question, "Do public school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?"

When the mean scores for parents, teachers, and administrators in public schools were compared, the findings revealed that parents scored lower than either teachers or administrators across the four major areas of the IEP. Severe differences within the public school group occurred between the parents and teachers, and parents and administrators in the areas of confidentiality and due process. Moderate differences were also found between parents and teachers, and parents and administrators in the multifaceted evaluation area. Slight differences were found between parents, teachers, and administrators in the area

Table 9

Mean Scores and Differences for Contract School Respondents across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		Contract Schools		
Parents	2.9	2.4	2.2	2.2
Teachers	3.7	3.5	3.8	3.5
Administrators	3.9	3.5	3.8	3.6
		Differences		
Between Parents/ Teachers	.8	1.1	1.6	1.3
Between Teachers/ Admin.	.2	0	0	.1
Between Parents/ Admin.	1.0	1.1	1.6	1.4

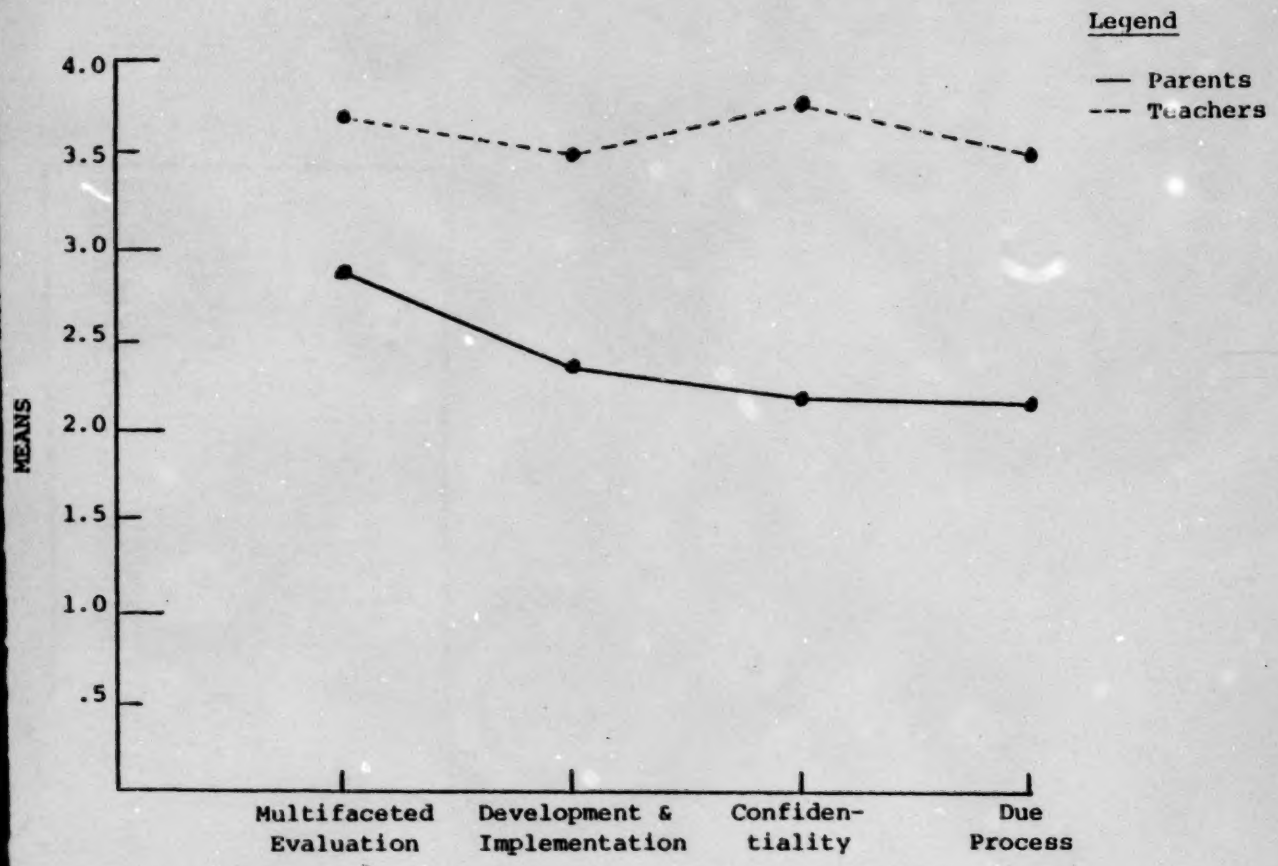


Figure 12

Mean Scores for Parents and Teachers in Contract Schools

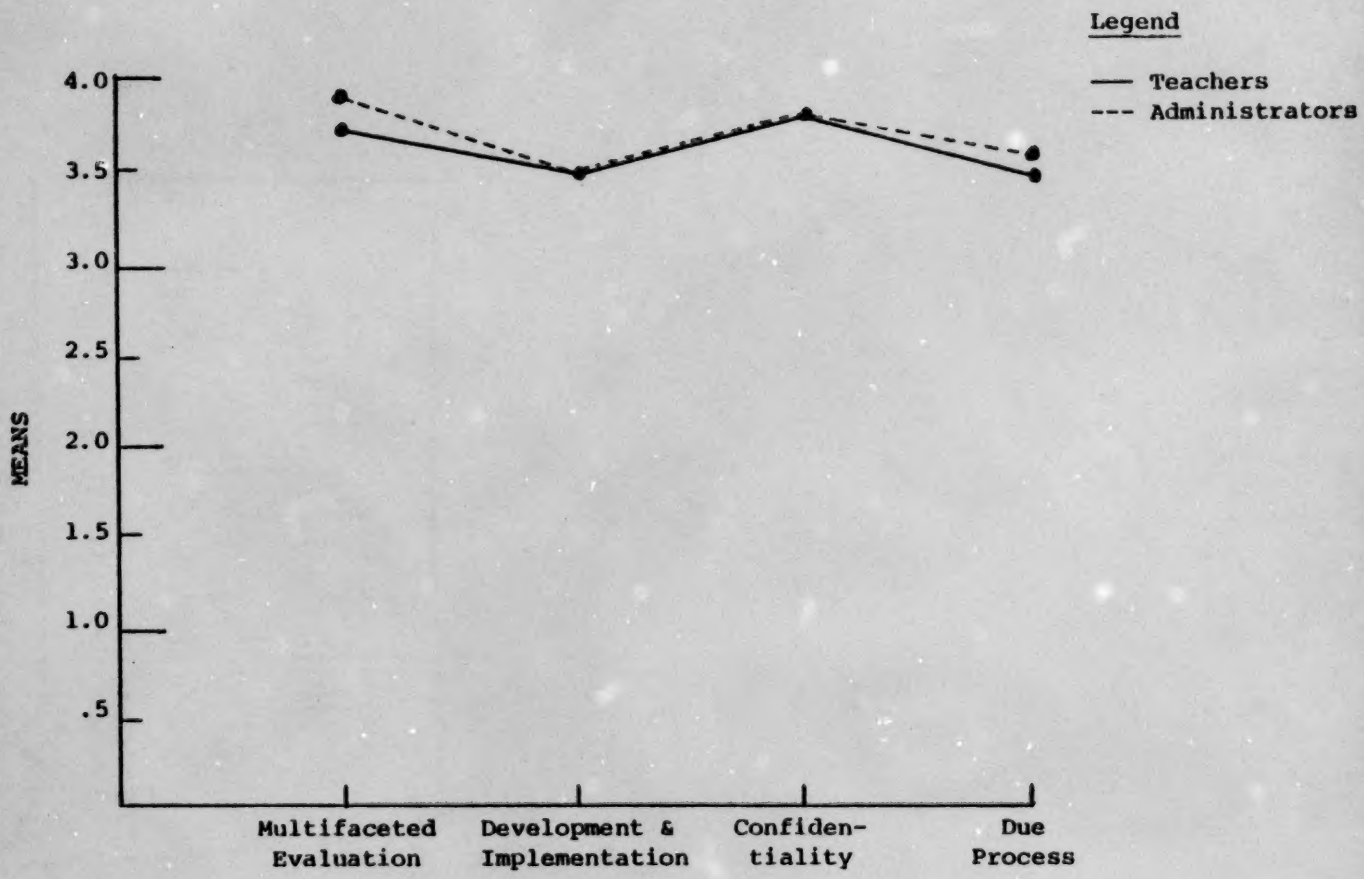


Figure 13

Mean Scores for Teachers and Administrators in Contract Schools

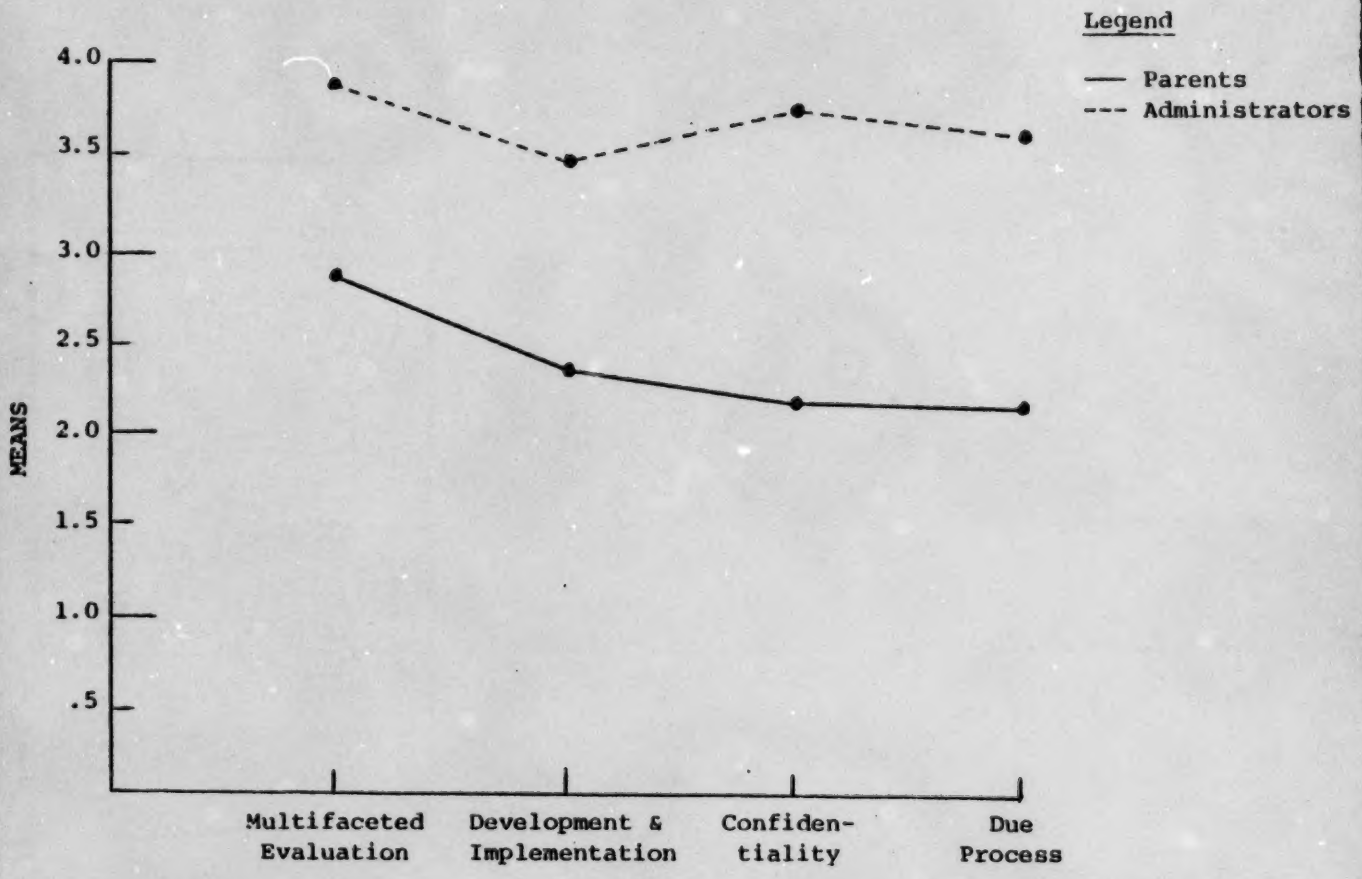


Figure 14

Mean Scores for Parents and Administrators in Contract Schools

of development and implementation, and between teachers and administrators in the confidentiality and due process areas.

The data concerning the mean scores and differences are given in Table 10. The mean scores for parents and teachers are found in Figure 15. This figure reveals the low and varied mean scores for the parent group in the area of confidentiality. The mean scores for teachers and administrators across the four major areas of the IEP are represented in Figure 16. Only a small difference can be observed between teachers and administrators in the confidentiality area. Figure 17 is a representation of mean scores for parents and administrators across the four major areas of the IEP, and shows the vast differences between the two groups.

Research Question 6

The information obtained from the survey questionnaire was used to answer the research question, "Do BIA school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?"

In a comparison of the mean scores of parents, teachers, and administrators in BIA schools across the four major areas of the IEP, differences were found. Parents scored lower than either teachers or administrators. Severe differences were found between parents and teachers, and parents and administrators across all areas of the IEP.

Table 10

Mean Scores and Differences for Public School Respondents across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		Public Schools		
Parents	3.3	3.1	1.7	2.4
Teachers	3.9	3.5	3.3	3.7
Administrators	3.9	3.4	3.7	3.5
		Differences		
Between Parents/ Teachers	.6	.4	1.6	1.3
Between Teachers/ Admin.	0	.1	.4	.2
Between Parents/ Admin.	.6	.3	2.0	1.1

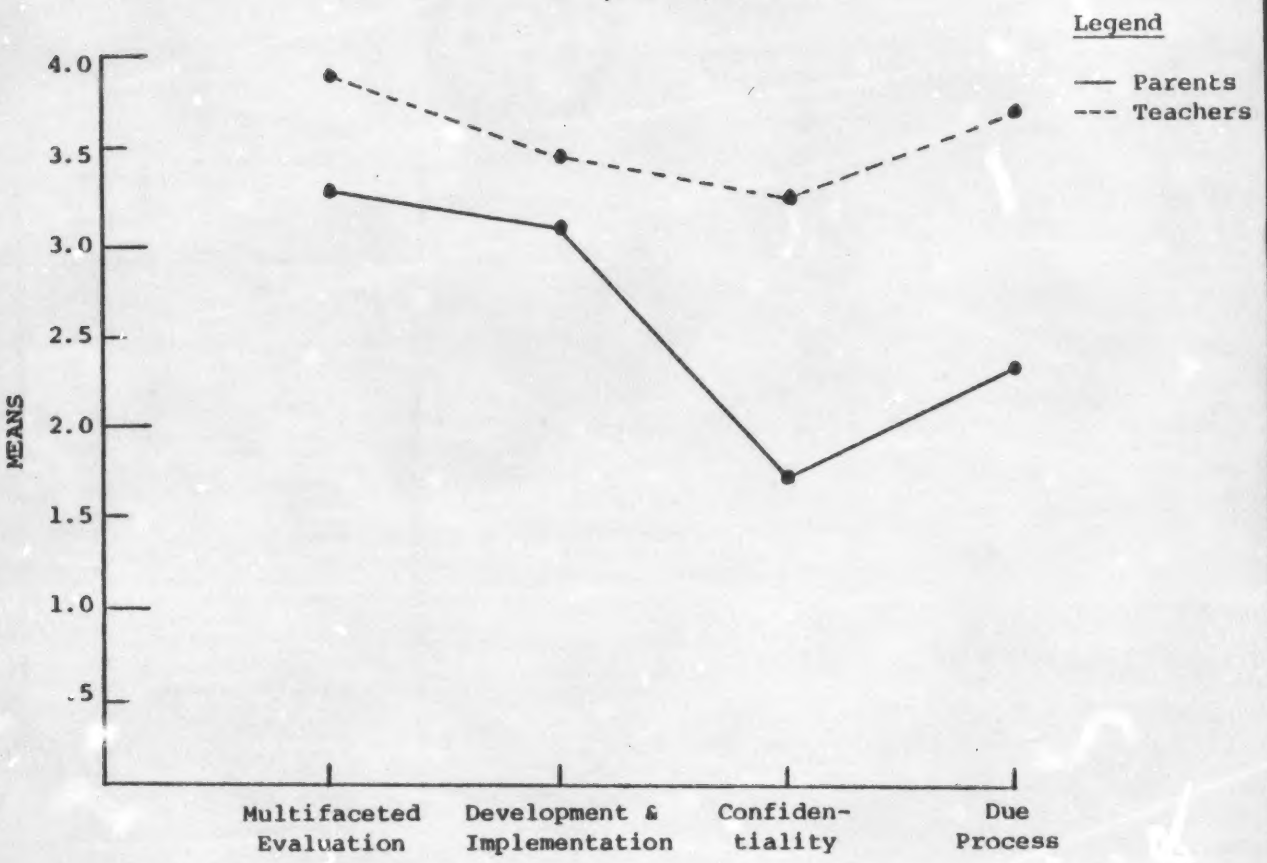


Figure 15

Mean Scores for Parents and Teachers in Public Schools

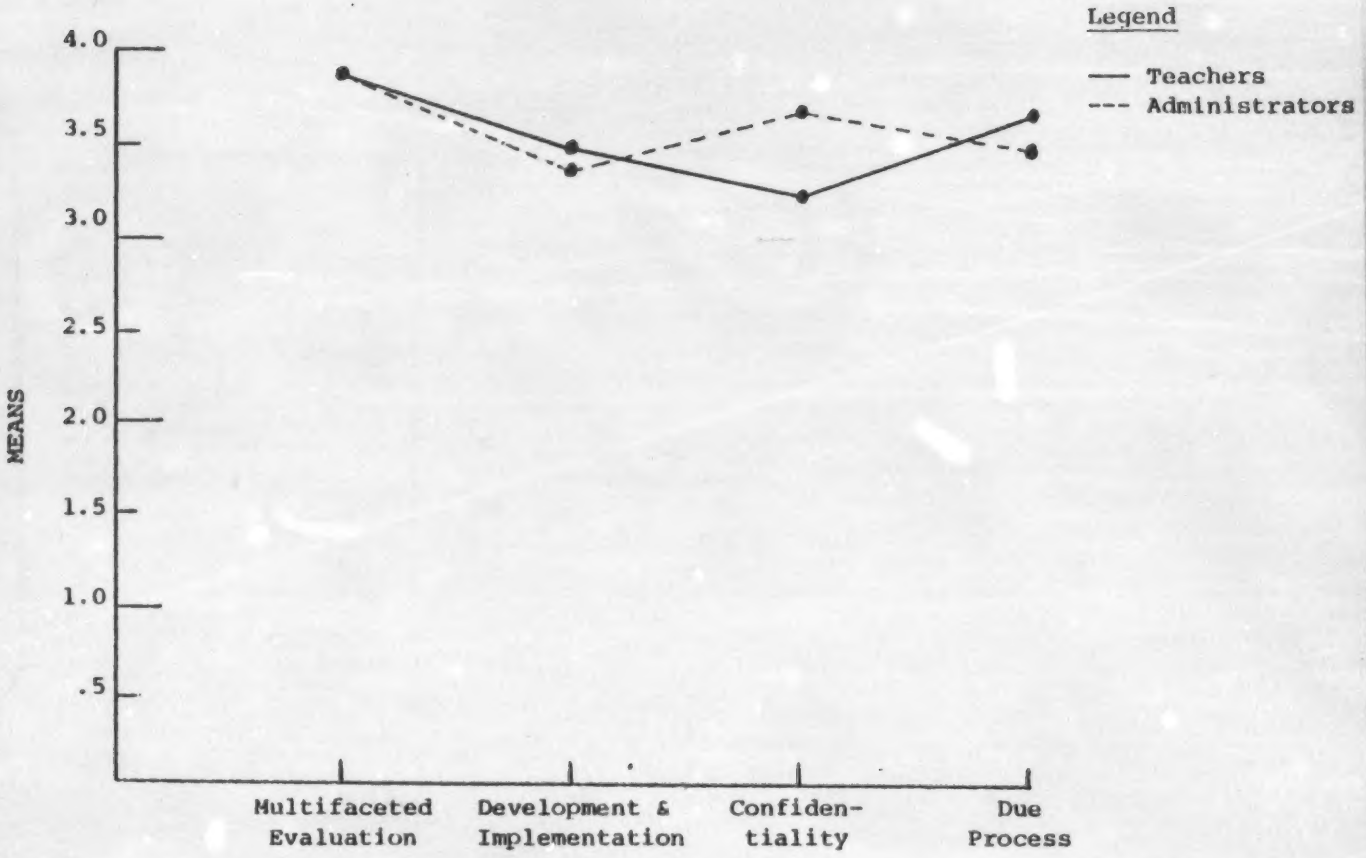


Figure 16

Mean Scores for Teachers and Administrators in Public Schools

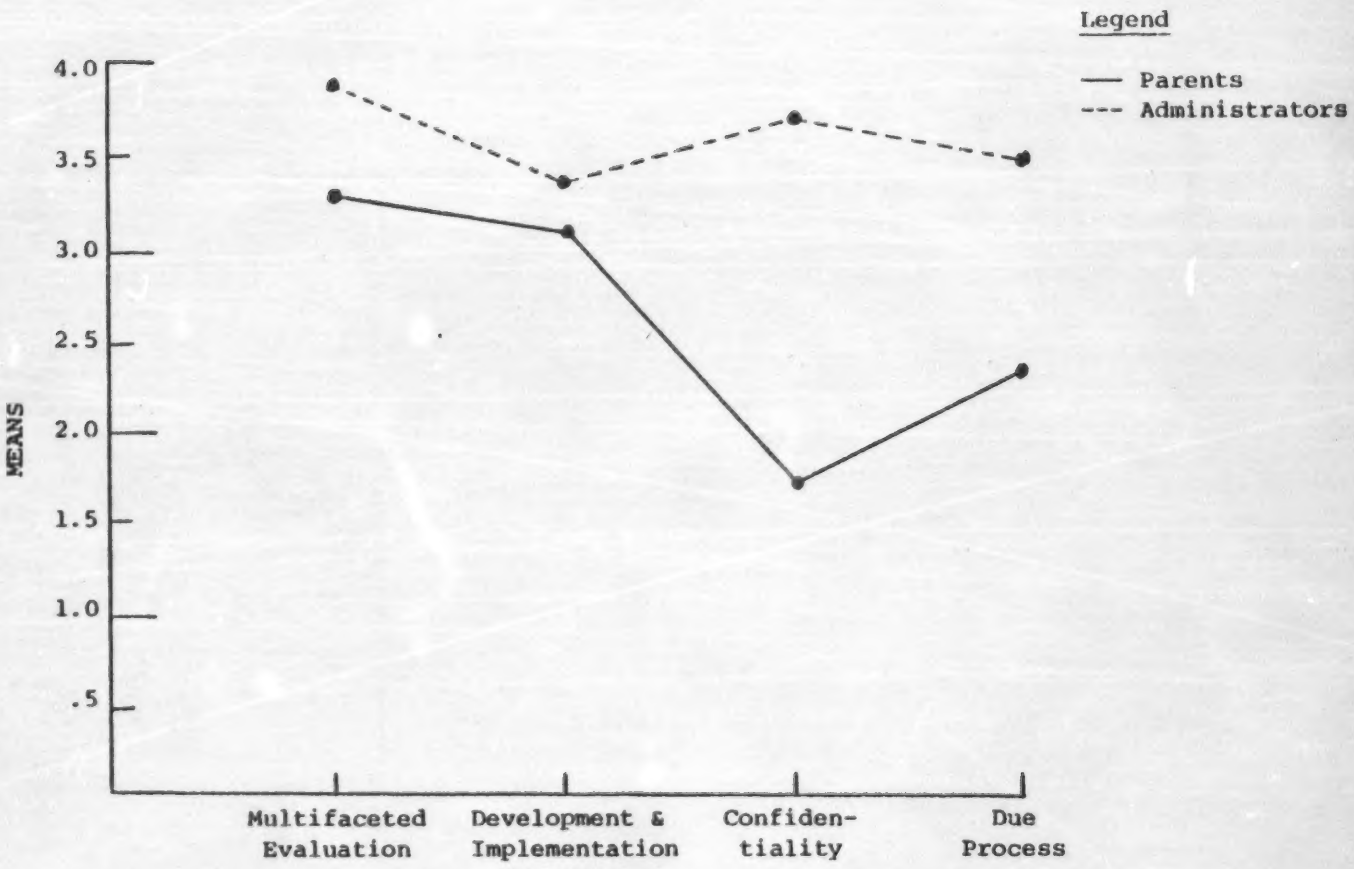


Figure 17

Mean Scores for Parents and Administrators in Public Schools

A moderate difference was found between teachers and administrators in the area of confidentiality. Slight differences were also found in the areas of multifaceted evaluation and due process between the teachers and administrators.

The data concerning the mean scores and differences across the four major areas of the IEP are given in Table 11. Figure 18 illustrates the mean scores for parents and teachers, and shows the differences and variations in scores for both groups in the confidentiality area. The mean scores for teachers and administrators are represented in Figure 19. This figure shows the differences in scores, especially in the area of confidentiality. A distribution of mean scores for parents and administrators is provided in Figure 20. Large differences between parents and administrators were found across all four areas of the IEP. The largest difference occurred in the area of confidentiality.

Table 11

Mean Scores and Differences for BIA School Respondents across the Four Areas of the IEP

	Multi-faceted Evaluation	Development & Implementation	Confidentiality	Due Process
		BIA Schools		
Parents	2.6	2.4	1.4	1.8
Teachers	4.0	3.6	3.2	3.8
Administrators	3.8	3.6	4.0	3.9
		Differences		
Between Parents/ Teachers	1.4	1.2	1.8	2.0
Between Teachers/ Admin.	.2	0	.8	.1
Between Parents/ Admin.	1.2	1.2	2.6	2.1

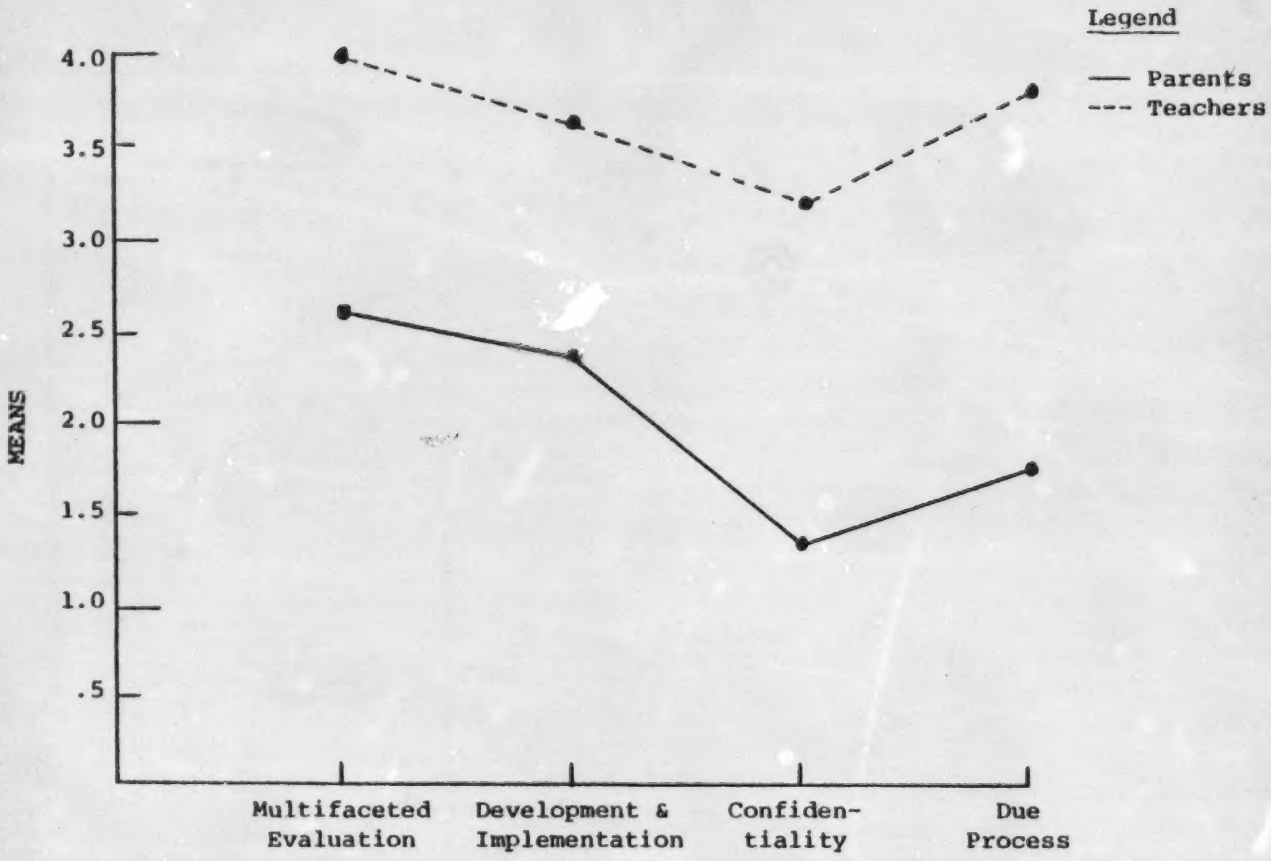


Figure 18

Mean Scores for Parents and Teachers in BIA Schools

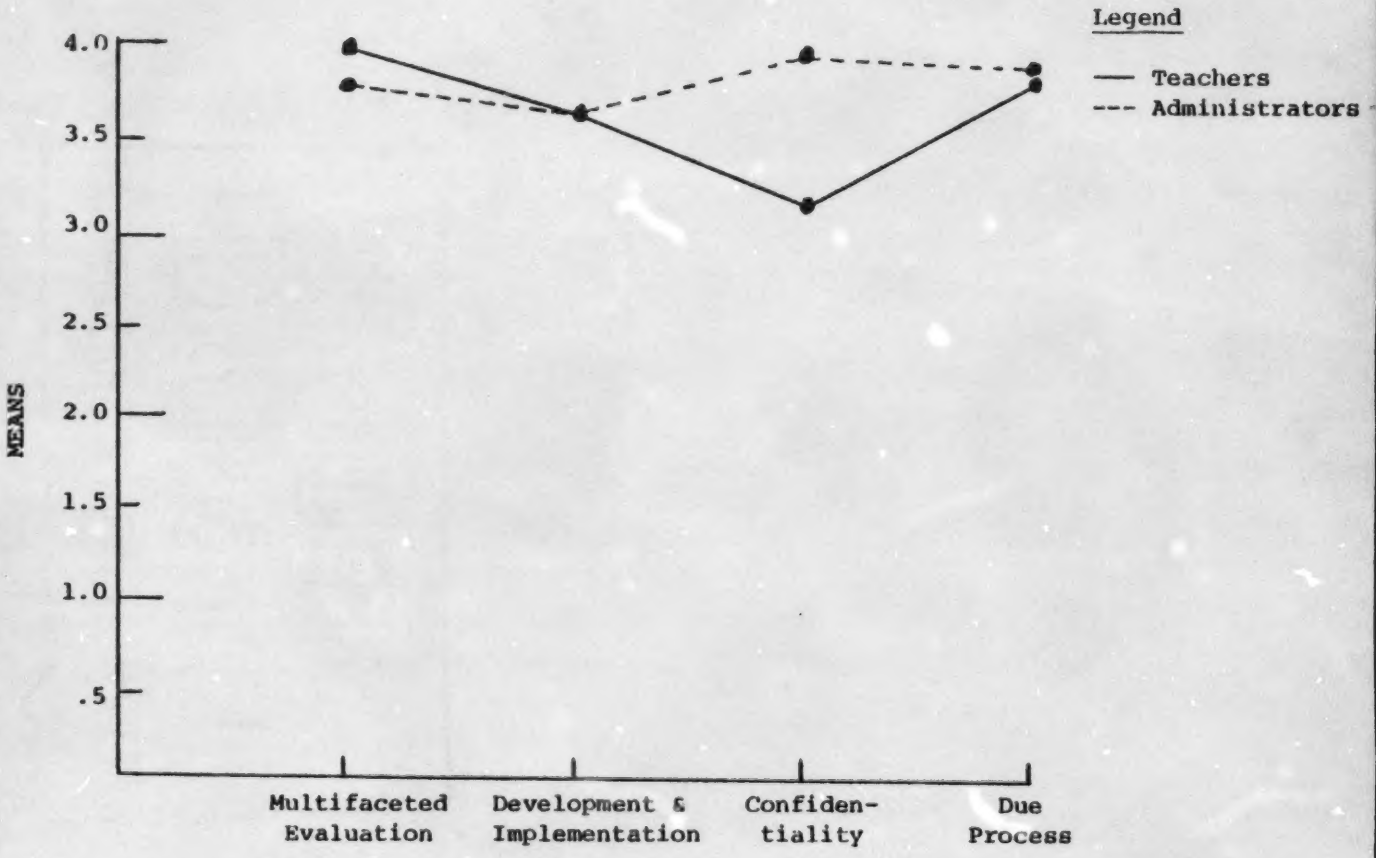


Figure 19

Mean Scores for Teachers and Administrators in BIA Schools

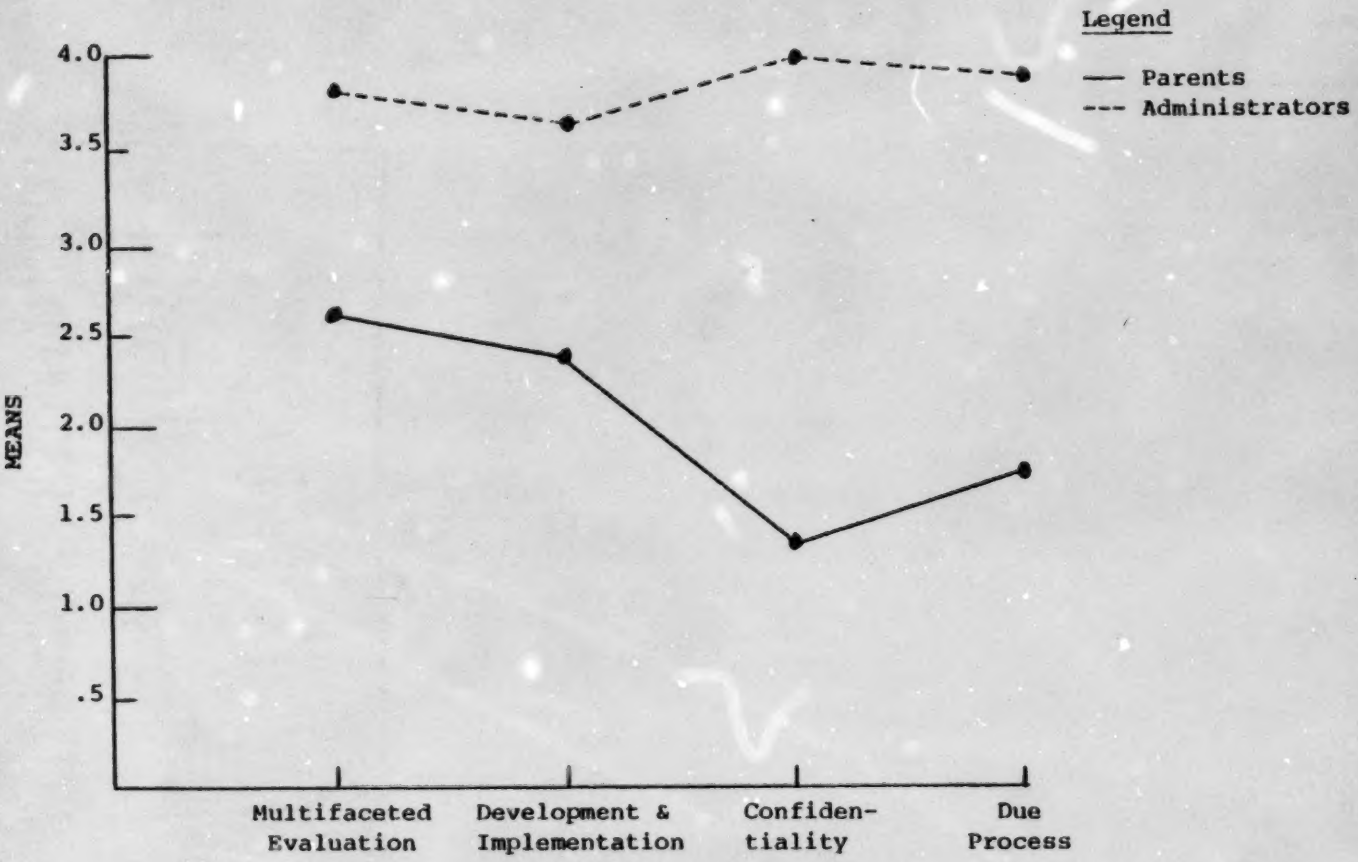


Figure 20

Mean Scores for Parents and Administrators in BIA Schools

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the perceptions of parents, teachers, and administrators concerning the four major requirements of the individualized educational program (IEP) in selected South Dakota schools. This chapter presents a summary of the study, conclusions, and recommendations.

SUMMARY

Review of Selected Literature

The review of selected literature was divided into three subsections. These subsections were: perceptual studies of the IEP, studies of factors affecting the IEP, and studies of IEP quality.

Perceptual studies of the IEP. Three studies were conducted concerning perceptions of the IEP during a two-year period from 1975 to 1977. The first study interviewed persons in the states of Alabama, Wisconsin, New Jersey, and Washington. The study identified four major issues of concern. The first issue was concerned with the relationship between federal, state, and local education agencies in regard to the regulatory aspect. The second issue was

concerned with the parental role and the changes to be made in home/school relationships. The third issue was concerned with the role of the teacher in the IEP process. The final area of issues and concerns involved variables that would reduce problems or enhance teacher morale.

Another IEP study interviewed parents, teachers, and administrators in California, Massachusetts, and Montana. The findings revealed that the IEP process was inadequate, assessment personnel were not adequately trained, and there was little or no contribution from parents or students.

A study conducted in Connecticut focused on the levels of participation and satisfaction of team members, parental role, and knowledge of responsibilities. The findings revealed that administrators dominated IEP meetings, and special education teachers received more information than other team members. Parent roles had not been defined, however; parents were providing information but not participating in the decision making.

Studies of factors affecting the IEP. Semmel and Johnson conducted two separate studies of factors affecting the IEP. Semmel found that the role of the respondent exerted a significant influence upon their attitude toward the IEP. The overall finding of the study suggested that to best facilitate positive attitudes toward the IEP, educators must improve their attitudes toward mainstreaming.

The Johnson study hypothesized that certain variables were related to the adequacy of the IEP. The results of the analysis found no relationship to exist between age of the child, school community size, disability of the child, teacher training in special education, and the adequacy of the IEP.

Studies of IEP quality. Studies concerned with IEP quality were conducted in Texas and California. The Texas study reviewed IEP's written by special education teachers and speech pathologists. The results indicated that in terms of compliance, the speech pathologists' IEP's were much more in accordance with federal laws than those IEP's written by special education teachers. In terms of technical quality, both groups were approximately equal.

The IEP study in California rated over four hundred IEP's. The results found that: 75 percent of the objectives addressed academic areas, 10 percent related to areas of social or emotional needs, few contained recommended teaching methods, and 6 percent lacked parent signatures. Overall, the study found the IEP's objectives to be of high quality, free of jargon, easily read, and appropriately related to one another.

Purpose of the Study

The population for this study consisted of parents, teachers, and administrators in public, contract, and Bureau of Indian Affairs (BIA) schools in South Dakota. The study

surveyed thirty-one parents of "special needs" children, twenty-four special education teachers, and twelve school administrators responsible for the special education program. The study attempted to answer the following research questions:

1. Do public school parents, teachers, and administrators differ from contract school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

2. Do public school parents, teachers, and administrators differ from BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

3. Do contract school parents, teachers, and administrators differ from the BIA school parents, teachers, and administrators in their perceptions of the four major requirements of the IEP?

4. Do contract school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

5. Do public school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

6. Do BIA school parents, teachers, and administrators differ as individual groups in their perceptions of the four major requirements of the IEP?

Procedures of the Study

This study began with the development of a survey questionnaire. A review of selected literature concerning the requirements of the IEP assisted this writer in the identification of the four major areas. The areas identified were: multifaceted evaluation, development and implementation, confidentiality, and due process.

The criteria used to select schools included: at least 40 percent Indian student enrollment, evidence of written IEP's, and a special education program. On-site visits were made to each school in the study.

Means and weighted means were computed for each type of school and respondent across all four major areas of the IEP. The means and weighted mean scores were compared and the differences identified according to an index of differences. The index was developed to assist in describing the differences found between the means and weighted means.

Findings of the Study

The study addressed the six research questions, and in summary this writer reported the findings according to the four major areas of the IEP.

Multifaceted evaluation. The findings of this study in the area of multifaceted evaluation were as follows:

1. A slight difference was found between the mean scores of public and contract school parents and between teachers.

2. A moderate difference was found between public and BIA school parents, and a slight difference between teachers and between administrators.

3. A slight difference was found between contract and BIA school parents, between teachers, and between administrators.

4. Within the contract school group, a slight difference was found between teachers and administrators, while a moderate difference was found between parents and teachers, and between parents and administrators.

5. Moderate differences were found between parents and teachers, and between parents and administrators in the public school group.

6. In the BIA school group, a slight difference was found between teachers and administrators, while a moderate difference was found between parents and teachers, and between parents and administrators.

Development and implementation. The findings of this study in the area of development and implementation were as follows:

1. A slight difference was found between the mean scores of public and contract school administrators, and a moderate difference between parent groups.

2. A slight difference was found between the public and BIA school teachers, and between administrators. A moderate difference was found between parent groups.

3. Slight differences were found between contract and BIA school teachers, and between administrators.

4. In the contract school group, severe differences were found between parents and teachers, and between parents and administrators.

5. Slight differences were found between parents and teachers, and between teachers and administrators, and between parents and administrators in the public school group.

6. For the BIA school group, severe differences were found between parents and teachers, and between parents and administrators.

Confidentiality. The findings of this study in the area of confidentiality were as follows:

1. Slight differences were found between the mean scores of public and contract school parents, between teachers, and between administrators.

2. Between the public and BIA school groups, slight differences were found between parents, between teachers, and between administrators.

3. A slight difference was found between contract and BIA school administrators and a moderate difference between parents, and between teachers.

4. In the contract school group, severe differences were found between parents and teachers, and between parents and administrators.

5. For the public school group, a slight difference was found between teachers and administrators, while moderate differences were found between parents and teachers, and between parents and administrators.

6. A moderate difference was found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators in the BIA school group.

Due process. The findings of this study in the area of due process were as follows:

1. Slight differences were found between the mean scores of public and contract school parents, between teachers, and between administrators.

2. Between the public and BIA school groups, a slight difference was found between teachers, and between administrators, while a moderate difference was found between parents.

3. Slight differences were found between contract and BIA school parents, between teachers, and between administrators.

4. In the contract school group, slight differences were found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators.

5. A slight difference was found between teachers and administrators, while severe differences were found

between parents and teachers, and between parents and administrators in the public school group.

6. For the BIA school group, a slight difference was found between teachers and administrators, while severe differences were found between parents and teachers, and between parents and administrators.

CONCLUSIONS

The conclusions of this study are applicable only to the twelve public, contract, and BIA schools surveyed in the state of South Dakota. On the basis of the findings, this writer drew the following conclusions:

1. The perceptions of public, contract, and BIA school respondents concerning the four major requirements of the IEP were very similar except in the area of confidentiality.

2. Contract, public, and BIA school respondents overall perceived the IEP as being in compliance across all four major requirements. However, both the public and BIA school groups scored very low in the area of confidentiality.

3. Parents' perceptions of the four major requirements of the IEP did not coincide with those of teachers and administrators. While teachers and administrators perceived the IEP to be in compliance across all four major areas, parents did not perceive compliance in the areas of confidentiality and due process.

RECOMMENDATIONS

On the basis of the findings, this writer recommends the following:

1. The Division of Elementary and Secondary Education, Section for Special Education, and the BIA, Aberdeen Area Office, should provide the leadership and expertise in developing training programs for parents of "special needs" Indian children.

2. Parent training programs should be initiated at the local level to assist parents of "special needs" Indian children in the IEP process.

3. Inservice programs should be initiated by the schools to promote communication between parents, teachers, and administrators concerning the IEP process.

4. Additional research should be conducted to determine why parents' perceptions of the IEP were different from those of teachers and administrators.

5. This study should be replicated in five years to determine if perceptions concerning the IEP have changed.

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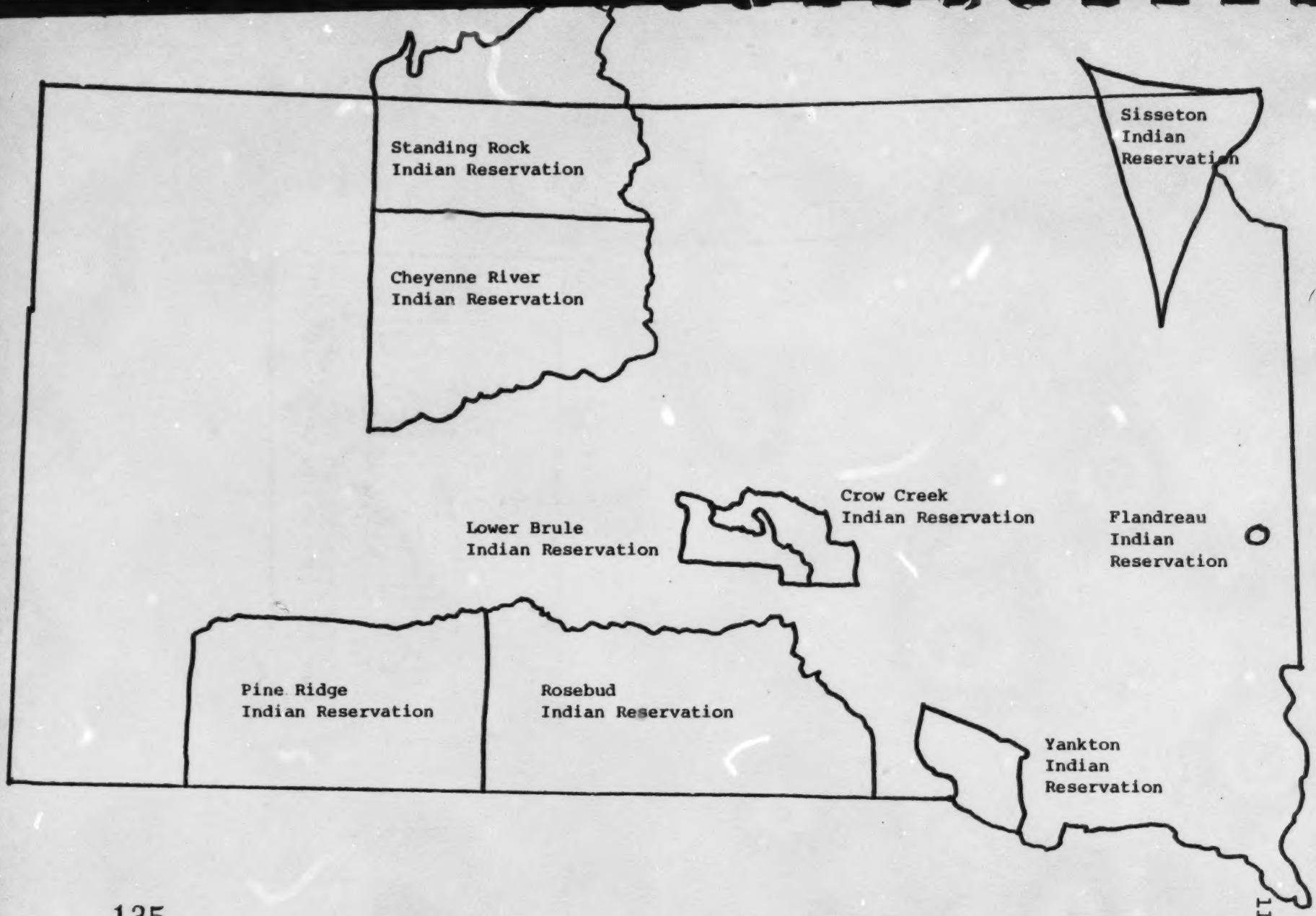
APPENDICES

APPENDIX A

Map of South Dakota
Indian Reservations



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SOUTH DAKOTA

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APPENDIX B

Survey Questionnaire

SURVEY QUESTIONNAIRE

The purpose of this questionnaire is to obtain information concerning the perceptions of parents, teachers, and administrators relating to four major aspects of the Individualized Education Program, as mandated by P.L. 94-142, The Education for All Handicapped Act of 1975.

Part I.

Please check the appropriate box:

☐	☐	☐
Parent or Guardian of Special Needs Student	Special Education Teacher	Administrator Responsible for the Special Education Program

Part II.

Specific Instructions:

a. Read each statement carefully.

b. Think about each statement and how it relates to an aspect of the Individualized Educational Program.

c. Respond to each item by circling:

N - Never Occurs

R - Rarely Occurs

F - Frequently Occurs

A - Always Occurs

N/K - No Knowledge (do not have any knowledge about the item)

INDIVIDUALIZED EDUCATIONAL PROGRAM	Never Occurs	Rarely Occurs	Frequently Occurs	Always Occurs	No Knowledge
I. Multifaceted Evaluation:					
1. Parents are informed of the types of evaluations being conducted	N	R	F	A	N/K
2. Parents are informed of the purpose of the evaluation	N	R	F	A	N/K
3. Parents are advised of their right to an independent evaluation	N	R	F	A	N/K
4. Both informal and formal evaluations are conducted by teachers and other qualified personnel	N	R	F	A	N/K
5. Evaluation information is collected and reported in the native language of the child if necessary	N	R	F	A	N/K
6. Evaluation information is reported in a manner that is understandable to all persons involved	N	R	F	A	N/K
7. Evaluations are conducted in a manner which takes into consideration cultural differences	N	R	F	A	N/K
8. Only recent evaluations are used to determine a child's placement	N	R	F	A	N/K
9. Evaluation data is only part of the information used to determine eligibility for special education placement	N	R	F	A	N/K
10. Interpretations are made to parents about how the placement recommendations were determined	N	R	F	A	N/K
11. Evaluation is a continuous process for the child in need of special education services . .	N	R	F	A	N/K
II. Development and Implementation:					
1. All placement committee members are given notice prior to committee meetings	N	R	F	A	N/K

	Never Occurs	Rarely Occurs	Frequently Occurs	Always Occurs	No Knowledge
2. The individualized educational program is developed at the placement committee meeting	N	R	F	A	N/K
3. One or both parents and the child's teacher(s) are present at placement committee meetings	N	R	F	A	N/K
4. Parents play a significant role in developing the individualized educational program for special needs students	N	R	F	A	N/K
5. Teachers and supporting staff (school psychologists, nurse, speech clinician, etc.) play a significant role in developing the individualized educational program for special needs students	N	R	F	A	N/K
6. The student's style of learning is considered when developing the individualized education program	N	R	F	A	N/K
7. Both strengths and weaknesses are listed on the individualized educational program in each learning area	N	R	F	A	N/K
8. Both short-term behavioral objectives and annual goals are stated on the individualized educational program	N	R	F	A	N/K
9. The amount of time to be spent in the special education program is stated	N	R	F	A	N/K
10. The specific type of service to be provided for the child is stated	N	R	F	A	N/K
11. Beginning and ending dates of services to be provided are stated	N	R	F	A	N/K
12. Review dates for short-term objectives are stated	N	R	F	A	N/K

		Never Occurs	Rarely Occurs	Frequently Occurs	Always Occurs	No Knowledge
13.	Teaching strategies, materials and/or equipment to be used are listed	N	R	F	A	N/K
14.	Persons responsible for carrying out the individualized educational program are designated	N	R	F	A	N/K
15.	Committee members, including the parent(s), sign off on the individualized educational program to indicate approval	N	R	F	A	N/K
16.	Parents receive copies of their child's individualized educational program	N	R	F	A	N/K
17.	Parents are informed of their right to accept or reject the individualized educational program	N	R	F	A	N/K
18.	Students are placed in the least restrictive environment	N	R	F	A	N/K
19.	Parents sign off on the individualized educational program to indicate approval	N	R	F	A	N/K
20.	If an out-of-district placement occurs, the individualized educational program is developed jointly with the receiving institution or agency	N	R	F	A	N/K
21.	Reasons are given for the type of educational placement the child will receive	N	R	F	A	N/K
22.	The progress of the individualized educational program is checked regularly	N	R	F	A	N/K

III. Confidentiality of Records:

1.	Confidentiality procedures have been established	N	R	F	A	N/K
2.	Confidentiality assurances have been provided in writing	N	R	F	A	N/K

	Never Occurs	Rarely Occurs	Frequently Occurs	Always Occurs	No Knowledge
3. Schools assign one person to be responsible for confidentiality of student files . .	N	R	F	A	N/K
4. Personally identifiable data is kept in locked files	N	R	F	A	N/K
5. A record is kept of persons viewing student files	N	R	F	A	N/K
6. Parents have access to all educational records related to their child	N	R	F	A	N/K
IV. Due Process:					
1. Parents receive notice in writing before an evaluation is given	N	R	F	A	N/K
2. Parents are notified in writing in regard to a change in educational placement	N	R	F	A	N/K
3. Parents are aware of their right to an impartial hearing	N	R	F	A	N/K
*4. A surrogate is assigned for children when needed	N	R	F	A	N/K
5. Periodic reviews of educational placements are conducted	N	R	F	A	N/K

*Surrogate means a person appointed to act in place of parents or guardians when a child's parent(s) or guardian(s) are not known, are unavailable, or the child is a ward of the state.

APPENDIX C

Letter to School
Superintendents

October 19, 1979

Dear :

The purpose of this letter is to more specifically explain my study and hopefully clarify questions about it, as a follow-up of our recent telephone conversation.

The purpose of the study is to survey the perceptions of parents, teachers, and administrators concerning the implementation process of the individualized educational program (IEP) in selected South Dakota schools having 40 percent Indian enrollment or more.

Individual responses to the questionnaire will be strictly confidential and schools will not be identified by name. The questionnaire is designed to obtain information from parents, teachers, and administrators concerning their perceptions. The survey questionnaire should not be construed as an evaluation of your special education program.

Your participation in this study is requested because I feel the perceptions persons have concerning the IEP should be determined to maintain and improve programs for the "special needs" Indian student in South Dakota.

I have enclosed a copy of the questionnaire for your perusal. Thank you in advance for your consideration of my request.

Sincerely,

Dean Hughes
Doctoral Student in
Educational Administration

This study is being performed under the direction and approval of my doctoral committee at The University of South Dakota.

Jan Ebersdorfer, Ed.D.
Committee Chairperson and
Associate Professor
School of Education

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